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The Journal of

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A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

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THE WORK WOMEN WANT Margaret Hickey
THE GEOLOGIST IN INDUSTRY Frederic H. Lahee

DECEMBER, 1947

VOLUME 8

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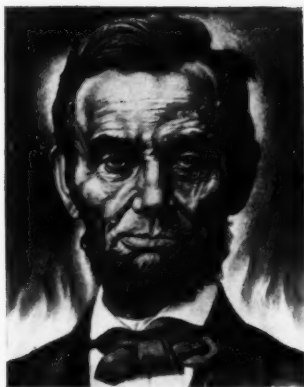
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NURSE FILLING THE FILTERDRIP AND INFUSION TUBING PREPARATORY TO VENEPUNCTURE

NURSING—A SERVICE TO HUMANITY

EMILIE G. SARGENT, R.N., *Chairman, National Committee on Careers in Nursing and Director, Visiting Nurse Association, Detroit, Michigan*

Miss Sargent entered the service of the Visiting Nurse Association of Detroit as a field nurse, then became Assistant Director and in 1923 received her present appointment as Director. She also gained experience as organizer and director of Camp Arbutus, Arbutus Lake, Michigan and teacher of English in Ypsilanti High School.

Among her present professional affiliations Miss Sargent lists the following: Member of the Advisory Board to Health Services of the American Red Cross, the Nursing Advisory Committee of the Metropolitan Life Insurance Company, American Hospital Association Committee on Student Nurse Recruitment and the Board of the National Organization for Public Health Nursing.

She is past president of the Michigan Nursing Council for War Service, Michigan Public Health Association, Michigan State Nursing Association, and the Detroit District of the Michigan State Nurses Association.

Miss Sargent received her A.B. and M.P.H. degrees from the University of Michigan and her nursing diploma from Mt. Sinai School of Nursing in New York City. In 1946 Wayne University awarded her the honorary degree of Doctor of Science.



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“BUT I’ve always wanted to be a nurse.” That is the answer most frequently given when a young woman is asked why she has chosen to enter the nursing profession.

Such a flat, uncompromising statement regarding one’s future is rarely heard from candidates for other professions. I believe the reason is that nursing captures the imagination early in life because it is so often associated intimately with one’s earliest experiences. After a case of measles, the nine year old’s dolls are nursed through the same experience. Recovery from a broken arm or a foot torn by a rusty nail involves nursing experiences which become part of the play routine in every youngster’s backyard repertory.

What has the nursing profession to offer in return for such devotion? Does the reality of being a nurse compete successfully with the imaginary image of oneself in that capacity?

I believe that it does. Looking back over my own experience as a professional nurse, I have found many personal and professional satisfactions. They spring primarily from the opportunity to fit knowledge and skills to an

ever-appealing human need. To most of us who have the privilege of writing R.N. after our names, the nursing profession has given what more than 40,000 new students this year are hoping to discover.

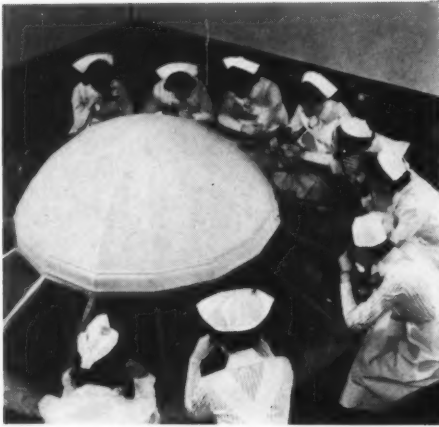
Seventeen Reports

What really counts with a teen-ager? When *Seventeen* queried 3,000 of its youthful readers recently about the occupations they preferred, secretarial work came first with 17.6%. Journalism, music, and teaching followed. Then came nursing, fifth in popularity, with 12.4% of the respondents.

Next, all the girls were asked whether they would consider one of three service professions: teaching, library work, nursing. Nursing ranked highest, with 41% of first choices.

Why did they choose nursing? They checked a variety of reasons. I like to help people, 43.5%; nursing is an interesting, important, and needed profession, 28.8%; it will be useful in later life, 12.2%; it has wide opportunities, 9.2%; I like to work with people, 6.2%; the pay is good, 5.8%.

These are valid reasons for choosing nursing. Certainly no woman without a real in-



OBSERVING AN EYE OPERATION THROUGH POWERFUL
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terest in people and a desire to help them should think of it seriously.

On the negative side, those who would not consider nursing were just not interested, 36.6%; couldn't bear to see suffering and blood, 24.4%; didn't like the long hours and hard work, 14.6%; thought the pay poor, 3.2%.

How many of the entire group had any contact with nursing or had been wisely counseled in school, we do not know. Often a little experience is all that is needed to bring a positive "yes or no" out of a nebulous "not interested." One college girl, for instance, never previously interested in nursing, spent a summer vacation working in a hospital as a paid nurse's aide, and found such satisfaction in it that she has decided to enter a university school of nursing. Good counseling and actual contact help the candidate to judge her own fitness and reduce the number of misfits who should never have been encouraged to enter nursing schools.

Required Personal Qualities

What does it take to become a professional nurse?

1. I would advise a girl first to see whether she has the necessary combination of personal qualities and education. Personal qualities may be checked against the following list:

- good health
- accuracy
- liking for people
- good judgment
- integrity
- imagination and humor
- sympathy and understanding
- kindliness
- poise
- resourcefulness

Score (10 points each—Ask a teacher, the family physician, pastor or older friend to check and score qualifications): 90-100, excellent; 80-90, good; 70-80, fair; 60-70, doubtful; below 60, better try something else.

On the educational side, applicants should be:

- good students;
- good potential nursing material, as shown by ability to pass satisfactorily intelligence tests which many schools require;
- graduated from high school in the upper half of the class (the academic or college preparatory course is required by many schools) or with some college work in addition.

For those still in high school, to whom counseling can be most helpful in planning for a professional education, the following courses are recommended:

- four years of English
- three years of science, (biology, chemistry, physics)
- two years of mathematics (algebra and geometry preferred)
- two years of history
- two years of Latin or modern language
- civics or sociology
- economics.

Specific information on entrance requirements for collegiate or hospital schools of

nursing should be obtained from directors of nursing of those particular schools in which the student is interested.

2. She should choose for her education a state-accredited school of nursing. Among the 1,253 such schools in the United States, which meet minimum requirements in their state, are schools of various religious denominations and educational types. They include:

A. Hospital schools, which are controlled by hospitals and offer courses of instruction covering two and one-half to three years and leading to a diploma in nursing. A few of these schools require two or more years of college work for admission, but the majority accept a high school diploma. Some hospital schools are affiliated with colleges or universities and offer a combined degree and diploma program of three to four years.

B. Collegiate schools, which are affiliated with colleges or universities and offer a combined nursing and academic program of four to five years leading to a diploma in nursing and a baccalaureate degree. Some collegiate schools require one or more years of academic work in a college for admission. There are two schools of nursing (Western Reserve and Yale Universities) which require a college degree for admission. These schools offer a two and one-half year program leading to a master of nursing degree.

3. She should get specific information about several schools of nursing by writing to

the directors or to the State Board of Nurse Examiners. Not all schools are equally good, even though approved as meeting minimum standards. Not every school, no matter how good, is the right school for the particular candidate. Its intellectual level, its size, its religious or collegiate affiliation, as well as other points of difference, may make it the right or the wrong school for Miss Would-Be-Nurse. Care taken in choosing a school wisely will repay itself in the long run.

Once she has passed through the doorway of personal interviews, psychometric tests (given by many schools), and other entrance requirements, she is ready for her three to five years of combined theory and practice.

A Glimpse of School Life

Life in a school of nursing is not very different from that in a college or boarding school. Students live in a dormitory. They have roommates and friends. They have lounges where "dates" are entertained and parties and dances are held.

They have facilities for doing their personal laundry, cooking a snack, pressing a suit, or riding a hobby.

Larger schools may have more elaborate recreational facilities such as swimming pools, tennis courts, gyms, and an organized social program. Smaller schools may not have all these attractions on the campus, but they usually arrange for students to use whatever

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recreational advantages are offered by the community, such as clubs and YWCA'S. Keeping up with outside interests is important, too, and student nurses find time to attend church, also concerts, the theatre, or movies, and other forms of community entertainment.

There are class activities such as student organizations, clubs, class and school dances, and holiday parties. Each school has its own particular traditions and customs which make the student feel she "belongs."

After graduation, there are class reunions and alumnae association meetings which keep nurses in touch with the school and their old friends. There are professional associations, also, where new friends are made and news and views on the world of nursing are exchanged.

During the first four to six months of the course, which is usually known as the pre-clinical or probationary period, students spend their time in the classroom where they hear lectures by doctors and nurse educators, work in the laboratory, watch demonstrations, and practice on make-believe patients. The first contact with real patients comes when students go to the hospital wards with their instructors to put into practice the elementary nursing technics they have learned in class.

Once this introductory period is successfully mastered, the new student wins the right to wear the school cap. She follows, from then on, a carefully planned schedule of combined classwork and supervised practice in the care of all types of patients and of experience in such special services as the operating room, out-patient department, and community health agency. During the program students study, in theory and practice, such subjects as anatomy and physiology, chemistry, microbiology, elementary materia medica, nutrition, diet therapy, psychology, sociology, medical and surgical nursing, nursing of children, community health.

When the nursing course is completed, the new graduate goes before the State Board of Nurse Examiners to prove, by examination, that she is qualified to write R.N. after her name.

Fields Open to the Graduate

After graduation, what lies ahead? There are so many varied opportunities that the young graduate can choose from among a thousand possible careers. Salaries, advancement, and recognition depend largely, after her first position, on her ability and alertness. As in other occupations, responsible executives naturally receive the largest salaries. These range, in nursing position, from \$3,000 or \$4,000 to \$7,000 or \$8,000. There are at least four major fields in which a graduate may work.

1. *Institutional Nursing.* More nurses work in hospitals than in any other type of institution. As more and more patients flock to hospitals, there will be a continuing demand for "institutional" nurses. Great variety is offered even within hospital walls. While the majority of hospitals are general in character and serve all kinds of patients, others care for special types only, such as the neuropsychiatric or the tuberculous; sick children; or patients ill with cancer, communicable diseases, orthopedic conditions, or illnesses of the eye, ear, nose, or throat. Many nurses become experts in these fields. Service as a staff nurse in a hospital is greatly needed, and to many nurses is thoroughly satisfying. At the same time, such experience is the groundwork for a position as a head nurse or supervisor.

The Veterans Administration is now the largest single employer of professional nurses in the United States, employing 10,000 in 1946-47 and seeking a total of 15,000 for the current year.

Salaries in institutional work generally begin with \$1,800 to \$2,400 and advance from that point. Federal agencies such as the Vet-

erans Administration, Army and Navy begin at a higher level.

2. Public Health Nursing. Public health nursing is, to me, one of the most challenging of all fields of nursing. Sometimes people speak of our service as "the hospital without walls." Visiting nurses go into the homes of patients and give them the care the doctor orders; show the nearest relative how to look after the patient between visits; teach the mother what health principles to follow in order to keep her family well. This calls for good judgment, initiative, resourcefulness. Other public health nurses help to prevent sickness and to promote health in schools or in industries, as staff members of state, county, or city departments of health.

They may have "the world as their parish." To reach their patients, they may travel by car in the country; by horseback in the Kentucky Hills; by plane or snowshoe in Alaska; by ship among the islands along the shore; as well as the more prosaic trolley, bus, or subway.

To qualify, graduate nurses are expected to complete an additional year's study in public health nursing in a university. Salaries range from \$2,200 upward, and the hours are usually regular daytime working hours.

3. Nursing Education. Nursing education is another growing field, for it takes expert nurse educators to make expert nurses.

As in other professions, it takes a broad educational background to qualify for teaching positions. It is possible, however, to spread the necessary preparation over a period of time. Many nurses work first as staff nurses to gain experience. Later they may take time off to attend one or more college courses which will permit them to teach some nursing courses. As time, interest, and finances permit, they continue to work steadily toward the college degree that will help to qualify them for such responsible positions as



U. S. Public Health Service, Federal Security Agency
STUDENTS LEARNING THE FUNCTIONS AND POSITIONS
OF THE VARIOUS ORGANS OF THE BODY

instructors, professors, deans, or directors of large hospital or university schools of nursing.

Salaries range upward from \$1,800-2,400 for beginners.

4. Private Practice. Private duty nursing offers a varied and interesting career to the nurse who wants to be her own business manager. Under the physician's general direction, she cares for one patient at a time during the acute stages of illnesses at home or in a hospital.

In private practice, nurses may become specialists in certain types of illnesses such as orthopedic, neuropsychiatric, maternity, infantile paralysis, and many others. As prepayment health plans are expanded, it is reasonable to expect that nursing care will be included in the benefits and so make available to larger numbers of patients expert and individual attention in time of serious illness.

The fee per day varies with local conditions.

The present range is from \$8 to \$10 per day. Nurses with specialized experience or education may receive a somewhat higher fee.

Not only in this country, but in many others, opportunities are again being opened to American nurses. The graduate who wishes to see the world will need special preparation or experience if she hopes to serve as a missionary nurse, as a hospital, supervisor or director of a school of nursing abroad, or as a public health nurse overseas.

Much has been heard recently about the "nurse shortage," in spite of the fact that the United States has more professional nurses today than ever before. The truth of the matter is that the increase in hospital admissions and in general demand for nursing service has been faster than the increase in the number of nurses.

Rapid Progress Demands High Intelligence

In the face of the lag between supply and demand, many counselors may ask, "Aren't the requirements too high? Why not take more candidates with lower qualifications?"

I disagree with this school of thought, for it takes knowledge of a high order to become a registered professional nurse. It takes sound knowledge, for example, of the principles of physics to handle oxygen tents and various inhalation therapies, or the countless complicated suction and traction procedures. It takes a good foundation in chemistry, mathematics, and physiology in order to prepare, observe, and report reactions to a myriad of medications including the newer "miracle drugs." It takes an understanding of psychology to deal with patients of all ages, from

the new-born to the octogenarian, in every walk of life.

But once this knowledge is secured, the nurse is started on an important professional career in a hospital or health agency, in industry, public health, or any one of a dozen other fascinating fields of nursing.

And she is ready for life, for a nursing education is never wasted. As a wife and mother, the nurse has a great deal to contribute to the physical care of her family—actually taking care of them during illness and, even more important, helping them to keep well through her knowledge of good nutrition and other health measures. Her future as well as theirs is more stable because her status as a professional woman means she can supplement or, if necessary, provide the family income in a financial emergency.

So rapidly is medical science advancing that nursing, life Alice's Queen, must keep running as fast as possible in order even to stay where it is. More, not less, is constantly expected of the professional nurse. She will not be fitted to work with the team of physician, psychiatrist, hospital administrator, and therapist, all giving their best to the patient, unless she keeps progressing in her knowledge and wisdom.

Much of what I have said above is more fully presented in a booklet for young persons considering nursing, entitled "Nursing Is a Great Profession." Any counselor who wishes to secure this and other authoritative pamphlets on the subject is invited to write to the National Committee on Careers in Nursing, care of the Nursing Information Bureau, Room 1512, 1790 Broadway, New York 19, N. Y.





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MUSEUM WORK AS A CAREER

ELEANOR M. MOORE, Curator,

Educational Dept., University Museum,
Philadelphia, Pa.



Active in museum work for twenty years, Miss Moore served for a time as Advisor in Education to the staff of the Brooklyn Children's Museum and the Brooklyn Central Museum. Having worked in various departments of a museum, Miss Moore here speaks authoritatively of the three main phases of museum work—securing and exhibiting of objects, conducting research and interpreting collections.

In 1939 Miss Moore was given a Rockefeller Grant for the study of educational work in museums of the United States. At this time she visited and studied in more than 120 museums.

A major in art and archaeology, Miss Moore received her A.B. degree from Mount Holyoke College. Later she continued her studies at the International School of Art in Rumania, Czechoslovakia and Hungary.

Miss Moore, author of the book, "Youth in Museums," has written articles for a number of publications.

THE desire to dig for buried treasure in the deserts of Egypt, to uncover dinosaur remains in remote Siberia or to track rare animals in the jungles of South America spells adventure. It has gripped young and old with an almost irresistible force ever since the Middle Ages and undoubtedly long before. So great is the power that it brings wide-eyed youths and sober adults to museums in increasingly large numbers to make applications for jobs. Some are willing to do anything to go on an expedition, preferably immediately; others want to know what courses to take in school or college to prepare themselves for the future, but few have any realization of what an expedition does nor of whom it consists. Serious students talk of becoming archaeologists or anthropologists with a view to some sort of museum work. Frequently they are discouraged by their parents or friends who cannot understand their desire to "bury themselves in a museum." Actually there are few more "live" places with which one can be associated, but it takes more than the desire for adventure to become affiliated with one. For the benefit of those who are seriously considering museum work as a career I shall recount some of the work that goes on behind the scenes in a museum of archaeology and ethnology, where the life and activities of the past are studied through objects that remain today

and where the origin, distribution and characteristics of races are traced.

Most large museums have three main jobs: (1) To secure and exhibit objects, (2) to conduct research and (3) to interpret the collections. Let us consider the first. Objects are secured by gift, by purchase or by expeditions. The first two methods speak for themselves; the latter are sometimes organized by individuals, but more often by institutions such as the University Museum in Philadelphia. They are not hit-or-miss affairs, but are scientifically planned as a definite part of a larger enterprise in the reconstruction of history or in the further development of science, and with reference to specific problems to be solved.

Field Staff Usually Limited

The director of an expedition is an authority in his field, usually holding a doctorate in his profession and with many years of research and experience besides. He may have conceived of the expedition himself or he may have been called upon by an institution because of his knowledge and unusual ability in directing one. The field director of an archaeological expedition to Central America describes the personnel of his staff in these words: "Labor is generally recruited at the place of excavation, since it would be too expensive to transport and maintain everyone



EXCAVATIONS AT TEPE GAWRA IN IRAQ SHOWING THE UNCOVERING OF A TEMPLE

needed. In choosing the limited personnel of the staff one tries to find persons who already have some knowledge of the problems involved. They will then do a better job, having a better insight into what is required. Sometimes a large field party will have need for persons with special skills, such as a surveyor, a construction engineer, a photographer, an expert in making plaster casts or an artist, but usually staff members trained in the special field of study also will have to undertake such practical functions.

"People become interested in archaeology from various points of view, but a preliminary to maximum usefulness in the field is study of general principles and aims on a graduate school level or its equivalent. Archaeology is

becoming a specialized profession like law, medicine or one of the more exact sciences. It is impossible therefore to offer much encouragement to one who desires to join an expedition without preliminary training."

Besides the fundamental courses of ancient history, archaeology and anthropology, special courses applicable to the specific regions being investigated are required. Another field director suggests: "For work in the Near East a broad knowledge of the early history of civilization is essential. This presupposes concentrated study in the cultural history of the Orient and its peoples. Each study is possible only with the help of a knowledge of some of the more significant ancient and modern oriental languages."

Many universities and some colleges conduct their own expeditions, as for example: Yale, Harvard and Tulane Universities, Johns Hopkins, Haverford, and the Universities of Chicago, Pennsylvania, California, Michigan, New Mexico and others. They also offer courses that will help qualify students for participation, and naturally give first consideration to their own graduates. A student wishing to qualify himself for work with an expedition first must become a specialist in one field or another. He must not only take his college degree, but he must do postgraduate work leading to a higher degree, and even when he is equipped he will find that the competition is stiff and the pay lower than in many other professions. There are exceptions of course to any rule and occasionally people without so much training do get into the field though usually on a temporary basis.

Research

To conduct research requires much of the same training and study as field work, for these two go hand-in-hand. In fact the research is conducted before, during and after the field work. If one could not read the literature, interpret the meaning of the objects and follow the historical sequence during the uncovering of a site much of the efficiency would be lost, for the finds determine to a large extent the pattern of the work. It is not necessary to go into the details of the arrangements that must be made with foreign governments nor of the actual dig itself, for these are left in the hands of the director. Suffice it to say that every object taken from the ground must be complete with descriptive notes and a number so that no information will be confused in its transference to the museum.

Upon reaching the home institution all material goes into the hands of the registrar whose job it is to transcribe the information from the field catalogues to a permanent record and to describe, measure and assign

sequential numbers to the objects. A small photograph attached to each file card helps with identification after the specimens have been placed in the storerooms or exhibition galleries. Stored collections are constantly drawn upon for study by curators and by scientists from other institutions; they are also frequently withdrawn for photographs, treatment by a chemist or for special exhibitions. All photographic negatives are catalogued and filed away with sufficient information to make them usable for study by individuals, for illustration in publications, for sales material and for publicity. All objects coming to or going from the museum go through the registrar's department and must be listed, insured, carefully packed or unpacked; and if from outside the country must be examined by the customs inspector after they reach the museum.

The type of research that is carried on depends on the material. Every specimen must be identified, which not only requires a knowledge of materials and techniques, but also an acquaintance with the existing literature on the subject. Scientific articles must be written, not duplicating what has already been published, but utilizing new information to fill in the gaps. Fragile material must be mounted or protected in some way so that it can be handled without damage, and inquiries must be answered about the collections, or opinions expressed concerning objects brought in by the public. Research includes also the study of languages, their structure and mutual relation and the compiling of dictionaries. In short, these workers discover and piece together the scientific facts that contribute to the whole story of mankind.

Research work is assisted by the technical staff which may be large or small according to the size of a museum or its budget. Such a staff usually includes a preparator or restorer whose task it is to prepare objects for exhibition. Heavy monuments may require bracing or broken sections need repairing. Many

small shreds may be joined to restore the shape of a broken clay jar. A restorer may be called upon to make plaster casts or other reproductions to replace original ones or for purchase by individuals and institutions.

Materials long buried in the ground or placed in storerooms or on exhibition are subject to many destructive changes and diseases, so that the assistance of a conservationist or chemist is greatly needed. Such an individual is concerned with treating materials of all sorts—stone, wood, metals, clay, glass, leather, bone, hair, textiles, paper and many more to prevent harmful forces from destroying valuable pieces. His treatments involve control of air conditions in storerooms and exhibition cases, chemical applications to restore undesirable elements and protective coatings or objects. Besides his chemical methods he may employ such modern equipment as x-ray machines in the examination of paintings or to locate objects hidden within mummy wrappings, or he may use ultra violet light to detect faking or restoration.

A chemist's work may also consist of analysis of materials to determine their composition. By so doing he may make it possible to locate the exact quarry from which a stone was taken to be used for a piece of Egyptian sculpture. He may be able to identify a special clay with that found in one particular location and so help determine the locale of an important piece or trace migrations of tribes. Information thus gathered is of the greatest

importance to both the man in the field and the curator in the museum.

A necessary part of museum work is handled by the librarian. Recommended scientific books and periodicals of all sorts dealing with the science of men are gathered together for the convenience of the staff, other research men, students and the interested public. The library houses the museum's reports and publications dealing with its own expeditions and resultant research, as well as those of other allied institutions. It also safeguards rare and expensive volumes that are difficult to obtain in public libraries, and keeps up an exchange of periodicals with foreign institutions.

Other departments whose work is similar to that elsewhere and are therefore more or less explained by their titles are: photographic, art, public relations, membership, editorial, carpentry, packing, maintenance and of course the office staff of secretaries, typists, stenographers and telephone operator.

Interpreting the Collections

Closely affiliated with the work of securing and studying the material is the third responsibility of a museum, namely—interpreting the collections. This work falls generally to the members of the educational department whose activities are many and varied. It endeavors to give service to the public through fostering enjoyment of the collections or assisting in acquiring knowledge of a general or specialized nature. Its function is to serve in what



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RESEARCH WORK ON POTTERY AND BRONZES FROM
CENTRAL EUROPE

ever manner is most effective and to whatever groups come within its reach.

Its teaching staff gives lessons to school children who come to the museum during and after school hours to supplement their art, scientific or social studies. Museum lessons are given partly in the classrooms with selected objects for demonstration, supplemented by music and motion pictures, and partly in the exhibition galleries. Specialized groups such as nurses in training may be given a talk on primitive and ancient medicine and surgery, or a craft class may receive information about technique used in jewelry making. The museum teacher must be ready to adapt the material on exhibition either to interest first grade children or specialists; she must be ready to give a picture of one civilization or to cut across many to illustrate one topic. Her assignment may be with a group of blind children who will sit informally around a table as they handle and discuss the objects, or it may

be with a designer or advertiser who is looking for illustrative material for a special purpose.

Talks must be kept in line with the school curriculum and must be geared to the level of the students to insure the maximum value of the lesson. If a teacher is alert to the pulse of the class each lesson she gives will be different and individual. She must keep up with the latest information and not let her knowledge slump into a routine of the past.

Far more classes usually wish to visit museums than the teaching forces can adequately handle, therefore extension work has been introduced. An extension supervisor arranges for loans of original and supplementary material to be circulated in traveling and small school loans, and she handles the distribution of lantern slides, motion pictures, mounted photographs and other visual aids.

Many museums now have educational radio and television shows which require the gathering of suitable information and organizing it into popular but scientific programs, which even calls for script writing when such talent is available. Similar programs are planned for the museum auditorium or classrooms from time to time and for special occasions. Various series of story hours, lectures, musicales and motion pictures attract a wide public. Miscellaneous activities for both adults and children, in their free time and in connection with their hobbies, are a part of museum education and are valuable in demonstrating the wide use of the building, and interpreting the collections to the layman in a palatable form.

Repeated and constant requests for brief accurate information require the compiling of pamphlets, projects, descriptive picture sets and other literature of a semi-popular nature. In all these ventures the educational department staff calls upon the knowledge of the curators which in turn is interpreted to suit the occasion and gives out by word of mouth,

in printed matter or through some medium that reaches the public either directly or indirectly. Most educational departments in museums were added later than some other departments and in many they are comparatively recent so they have not yet discovered all their possibilities.

Opportunities Limited

The American Association of Museums lists 368 member museums in the United States and undoubtedly there are many more. However, the total number in the whole country is probably less than the number of schools in and around Philadelphia alone. The staff in each museum varies from one member in

the smallest to approximately 150 in the largest, and these are distributed among the many types of jobs that have been discussed. It is therefore almost possible to count the number of openings in museums which are available to any one person even though he is a specialist in his field of work. Added to this is the fact that there is a comparatively small turnover of staff because those already in the work are interested and rarely shift unless to accept a better position in another similar institution.

As to salary expectancy, highly paid jobs are almost unknown in museums and if they do exist they are limited to a few directors and curators in only the very largest institutions. Even then they are far below the salaries paid



A METALCRAFT CLASS FROM A TEACHER'S COLLEGE HANDLES REPRODUCTIONS OF ANCIENT METAL WORK DURING A VISIT TO THE MUSEUM

to executives and men of science in the business world. Most curators' salaries are on a level with that of professors in colleges and universities; other specialists receive the equivalent to those of assistant professors and instructors. Teachers in an educational department are usually paid an amount commensurate with salaries of teachers in the elementary and secondary schools, while the office assistants receive approximately the same as paid to medium bracket office staff in the business world.

No one should be discouraged from pursuing his or her particular interests in life, but before giving so much time to study, each one should be aware of the opportunities that will be open to him after he has finished. There is always a position for someone who does a

thing better than anyone else even if the jobs are few and the field overcrowded, but otherwise a person takes his chances on being able to use his knowledge to make a living in his chosen manner. He may have to earn his money in some other way and pursue his interest as a hobby. For this reason it is wise not to train for museum work unless one is sure of his interest in the subject and willing to go into the work with the understanding that the real reward will be in satisfaction and enjoyment rather than in money. Qualities that make scientific work of this nature so appealing to all groups is the thrill of discovering the unknown, combined with a freedom to make use of it in any way that seems desirable to increase its value and interest to the world.



NEWS COMMENTS

Wilmington Cooperative Plan of Business Education

The WILMINGTON COOPERATIVE PLAN OF BUSINESS EDUCATION comes of age this year in its celebration of twenty-one years of reciprocal benefit to employer and student. It was in the fall of 1926 that the desirability of work experience in conjunction with classroom courses was recognized and turned into reality. Students in the twelfth grade were sent into local business houses in alternate two-week periods for the duration of their senior year.

Two students of comparable training and ability are selected for each job. One works while the other attends school, thus assuring the employer of continuity of service. Although the system has weathered depression storms, the cooperative period was cut down to the final (12A) semester until 1942 when the World War II boom created such a tremendous demand for workers that the year plan was re-established. That basis became permanent as the entire Wilmington system assumed a whole-year schedule in September, 1947, to replace the former two-semester one.

Business Education students now number more than half the total school (Wilmington High School) population (circa 725) and occupy more than two floors of a more modern structure. A study of the number of "cooperative" seniors employed, made in April, 1947, shows a total close to 200, with 121 at Wilmington High School and 72 at the P. S. duPont School. The teaching staff for this curriculum has

also grown to 15 men and women at Wilmington High School and 12 at P. S. duPont School.

Today, after a methodical progression of events, the Wilmington High School and the P. S. duPont School (opened in 1935) offer a two-way course in Business Education, and the Wilmington High School offers also a course in Merchandising. In the Business Education area the two fields are Secretarial, which includes two years of Shorthand; and Accounting, which presupposes a major in Bookkeeping. Merchandising prepares students for retailing or sales work.

Many employers, representing all types of businesses, engage in this highly commendable civic enterprise of helping youth translate theory into practice. The employer thus discovers promising candidates for his organization and can train them to be valuable workers by the time they finish school. The student, on his part, finds his cooperative job a source of remunerative training while he is in school, and usually an avenue of permanent employment when he is graduated.

A full study of the Wilmington Cooperative Plan of Business Education was completed in May, 1947, by Mrs. Catharine D. Gause. Parts of it will be included in a brochure to be published by the Wilmington Board of Education. Copies may be obtained later by writing to

DR. C. A. NOLAN

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THE WORK WOMEN WANT

MARGARET HICKEY, *Director*

Miss Hickey's Training School for Secretaries, St. Louis, Missouri



Margaret Hickey, Editor of the Public Affairs Department of the Ladies' Home Journal, has earned many titles in an active professional career. "WHO'S WHO" lists lawyer, business woman, editor. In private life she is Mrs. Joseph T. Strubinger, wife of a St. Louis attorney.

Her work as founder and director of Miss Hickey's Training School for Secretaries has won national acclaim. As a personnel consultant, her clients number both government officials and private business.

Miss Hickey was "drafted" for wartime duty in August, 1942. Her assignment—Chairman of the Women's Advisory Committee of the War Manpower Commission. Her committee formulated the national policy used in the recruitment of millions of women for war work. V-J Day found her in Great Britain studying what that country was doing in the redirection of women into peacetime industries.

This past summer she attended the International Congress of Business and Professional Women held in Paris, France. As a featured speaker, she brought to the Congress a vital message on the role of women in the United Nations.

Miss Hickey is Honorary President of the National Federation of Business and Professional Women's Clubs, which she served as National Education Chairman, Vice-President and President from 1944-1946. At Cleveland in June, she was elected to a three-year term as a member of the Board of Governors of the American Red Cross.

TO young women about to complete their formal education (and their counselors) the little words "I do" have more than their important matrimonial significance these days.

"How am I going to find a place of usefulness and value in the greater world now opening for me—the world of achievement, of service, of life with its wider freedom of choice and of opportunity?" That is the question which looms more pressing as the years or months or even days of preparation grow shorter.

Now there are many young people—the lucky ones, perhaps—who have known for years exactly how they wanted to fit into this new world. They have plotted a steady course for their very special destination.

Others, just as deeply impressed with the importance of discovering useful and essential tasks to which they are fitted, must still look about after graduation. They realize that the new world they are facing is calling for people with better skills, newer and more scientific specialization, than ever before.

This new world asks each applicant for achievement and success certain direct ques-

tions, many about the most specialized subjects. "Do you," is the question, "know enough about bacteriology to be a dietitian?" Again, "Do you have a good grasp of common practices of business office procedure?" Happy, indeed, are those young women who can say "I do" to questions like these and step right into places of usefulness and achievement.

Competition Grows Keener

For in this world of change, there is a great need for young women who know a lot about the little three-letter word, "job." World War II has increased the economic responsibilities of women. The war period, I am certain, brought about the decline of the "glamour" girl. The future belongs to the girl who works whether her job is paid, part-time or volunteer. Women need and are needed for both new and old peacetime tasks. If you could check the number of people who work in all the offices and schools and factories all over the United States, you would find that 32 out of every 100 today are women. Twenty-two of these 32 must support themselves—and



THE PERSONNEL SPECIALIST—IN BUSINESS OR IN THE SCHOOL ADVISORY POST—HELPS MATCH INDIVIDUAL INTERESTS AND ABILITIES WITH CAREER SPECIFICATIONS. HER OWN PREPARATION DEMANDS GRADUATE WORK IN PERSONNEL PRACTICES, MATURITY OF JUDGMENT AND EXPERIENCE

sometimes their families, too. They have no choice. They are not working for "pin" money.

This means that every newcomer in the ways of winning a living is going to find there is little chance for those who are unprepared. The competition is keen. Those aspiring for success are many. The graduate, therefore, who is not already a specialist, equipped for a specific job, has no choice but to equip herself with the best knowledge and the best skills possible for her.

What are some of the areas in which the need for women today is particularly acute and in which the usefulness of women is, in a

special way, established? It is a striking fact that in all the blueprints for the future, the great need is for the age-old services with which women have always been concerned. These continue to be the special province of women. What are they?—the services that still cluster around the home, school, hospital or community center. That is why it is so imperative that education make special provision from kindergarten to college to train young women first of all to be successful in home and family life.

There are, however, practical skills in homemaking which must not be neglected. Indeed, it is my long-held conviction that no matter

how successful a woman may be as a politician or an artist, a professor or a business executive, unless she can look with unintimidated eye at the kitchen stove and the after-dinner dishes, her education is not only incomplete—it has hardly begun.

Opportunities Great for Community Service

There is still another aspect of her success which springs very naturally from her woman's make-up. The jobs which women do particularly well are those which, like marriage, require qualities of warm human insight, endurance and devotion. For a woman, the first step toward success is always a generous response to being needed.

Today's greatest opportunities for women lie in the fields of human welfare and community service. These are the fields where women naturally make the greatest contribution, and today, as never before, these areas offer them the greatest rewards, materially and spiritually. Nutrition, social work, occupational and physical therapy, nursing, teaching, vocational rehabilitation, child care, recreation.

In all these fields skilled women are desperately needed. Of all these women—secretaries, nurses, teachers, social workers, nutritionists and the rest—the world asks, "Do you do something that needs to be done?" The rewards are there for the young women who can answer with quiet confidence, "I do."

One of the first places where young women are needed is in the classrooms of the nation. Normally, these are staffed by 900,000 teachers. But the three "R's" today are being left to a pitiable few—estimated by the National Education Association at about 650,000. Since 1940, many teaching positions have been kept open only by the employment of three or four different persons during the school year. Just one year ago, emergency teaching licenses were issued to 109,000 teachers who lacked the qualifications for standard teaching certi-

cates in their respective states. These people did, however, keep the doors of the classroom open.

It must also be remembered that teaching brings to many women a great opportunity for satisfying service, and an intellectual reward above and beyond the monthly pay check. If teaching appeals to you, think long and hard before you pass it by. A new day is surely dawning for the teaching profession. And in no other profession can you so effectively help build a strong and enduring foundation for peace in this world which is now—for better or worse—a single neighborhood.

Another field of professional endeavor which is a "natural" for women is home economics. Here is a subjects which girls by nature, tradition and environment should know something about. Today there are many new phases of plain good housekeeping which are especially interesting and rewarding.

Each year an increasing number of business organizations and institutions are looking for imaginative, highly skilled young women. Dietitians are needed in public education to plan and supervise the preparation of lunches served in school cafeterias. Federal, state, city, county, private, public and veterans' hospitals must have nutrition experts. Schools, camps, clubs, factories, hotels, tearooms, all employ professionally trained people to produce appealing menus.

New recruits are desperately needed in the field of nursing. School nurses, public health nurses, industrial nurses, nurses for city and county, public and private hospitals. In just one field alone there is an immediate need for 8,000 new public health nurses. It is estimated that during the next 10 years, 65,000 more public health nurses will be required if the nation is to have adequate public health protection. Like teaching, nursing is a field in which there are great rewards not equalled in many professions, rewards which cannot be measured in dollars and cents.

If distress and poverty, want and sickness are ever to be conquered, women must spend years of real toil in the laboratories of science, psychology and sociology. Today, social scientists are needed to probe the frictions and tension between labor and management, between religions and races, and perhaps, most important of all, the causes of increasing home and family difficulties and of juvenile delinquency. Public and private welfare agencies are desperate for trained social workers. Enrollment in schools of social work was up one-third in 1946, but even the additional graduates to be turned out within the next two years will not begin to meet the demand.

More than 100 posts are vacant in various state health agencies needing workers to implement new programs for crippled and long-convalescent children. The Office of Vocational Rehabilitation estimates that 1,168,000 physically or mentally handicapped people, excluding veterans, need rehabilitation serv-

ices. The U. S. Children's Bureau has at last won part of its battle to get medical and social service for children, though many of these plans are on paper only because of lack of trained personnel. The remarkable interest which people have shown in recreation programs since the war promises to build up a steady demand for competent young women in this field, which should attract many interested in working with Y. W. C. A., Girl Scouts, Camp Fire Girls and others.

Foreign Fields Lure Qualified Applicants

Work in foreign fields has a strong appeal for many women during the war, and still sparks the imagination of some. Emergency work is drawing to a close, however, and the need is now for specialists with wide experience. For example, the Friends Unit in China will be made up of persons selected for their knowledge of Chinese and a special understanding of Chinese problems.

Now is a good time to investigate the attractive career-building opportunities which the life insurance business offers to men and women qualified for them.



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The Federal Government, too, has greatly diminished its foreign staff. In December, 1946, there were a scant 296,380 Federal employees abroad compared to 535,800 the year before. Of job openings, the War Department has by far the longest list. Any young women interested may address the Overseas Branch, Secretary of War, Civilian Personnel Division, Recruitment Coordination Section, Room 5d-382, the Pentagon Building, Washington 25, D. C.

For opportunities with the United Nations, applicants may write the Director of Personnel, the United Nations, Lake Success, New York. Here, too, the trend is to cut down. The Red Cross, the Y. M. and Y. W. C. A.'s and the American Friends Service Committee all call for specialists for overseas work. They need those who are experienced social service workers, executives and administrators training in accounting and purchasing, nursery

school teachers, child psychologists, educators and nutrition experts, trained in the fields of public health, sanitation, nursing or occupational therapy, and soil conservation.

Some of you will no doubt be interested to know that there are now opportunities to study abroad under the provisions of the Fulbright Bill. The Department of State is sending students to those countries in which the sale of surplus government property gives the United States a sufficient dollar credit balance, which is drawn on to pay student expenses. A Foreign Scholarship Board of 10 passes on applicants. Veterans will be given preference.

But perhaps some of you are thinking to yourselves, "I want to do something more exciting, more glamorous. I want to get into a business where the salaries are big enough to buy hats by Lilly Dache and a cruise-ship vacation once in a while."

Of course, there are opportunities like that, and—if you're conscientious, brilliant and very, very lucky—they may come not too long after graduation. The fact is that the trained girl is in demand. Her usefulness and her capacity have been demonstrated in spite of early prejudice, depression and war. I am confident they will hold up in the face of the threatened post-reconstruction slump.

There is a place of achievement for women in the exciting world of American business. There is also an established route which has been proved again and again to provide the best starting place and the surest approach to the highest goal. Perhaps it is best described by Hal Boyle, A. P. correspondent:

"If I had a daughter"—he writes—"I would never want her to look forward to any permanent career except marriage. But I'd insist she be able to earn her own living at something. Preferably being a private secretary. No other job enlightens women on how helpless men really are."

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In the second group, we have the girl who selects secretaryship as her career goal. Her aim is to be a private secretary or executive secretary. Her career selection will take her to stimulating contacts, rewarding experience and income that compares favorably with teaching, nursing and other fields of professional endeavor.

No longer can training be of the old, haphazard variety. Secretaryship today is a profession and it offers the richest reward to those who best prepare for it. Technical preparation—in the university, college, or one of the better training schools now specializing in definite professional training for secretarial work—is demanded by the discriminating employer. I cannot overemphasize the importance of broad educational and cultural background.

Unusually fine qualifications in written and spoken language are essential to success in business. A knowledge of English grammar and a flare for sentence construction are important assets. A good vocabulary is an absolute necessity. One of the most interesting duties of the executive-to-be is to write letters without dictation. This experience often leads to supervision of the correspondence department and is excellent training for those interested in advertising and public relations.

One of the greatest assets is a good speaking

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This is sound advice to the young man or woman embarking on a business career. Few industries can match the record of life insurance in that respect—premium income of more than 6 billion a year—and there is always room for one more good agent.

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voice. Carriage, posture, correct breathing and voice control should have special attention. Telephone procedure should be studied. The voice with a smile is a "must" for the business woman. Greeting callers, making appointments, interviewing office visitors are important duties.

To be successful, women must develop business-like work habits. Correct business behavior is just as important as vocational efficiency. The young business woman must set an example; she must give a full measure of time, loyalty and dependability. She frequently must assume responsibility for the accuracy of her own work and that of others. She will need a clear understanding of occupational problems. Years of unhappy experience can be thus avoided. Even in these days of plentiful job opportunities, guidance is needed in matching ability, temperament, and skill with the particular field of employment where the individual will be most successful.

American Women—Trustees of A Great Heritage

Yes, there is a new world calling. It presents still another responsibility to be shouldered. That is a new sense of citizenship. Women constitute a majority of the population, but only a very small percentage of them vote. Still fewer participants in making the laws under which we work and live, or hold office in the administration of government.

Perhaps it's because so few women prepare for the responsibility of government that we are confronted time after time with the failure of our peacetime statesmanship.

Women with the special privileges of education and experience must be ready to share the burden of government in their local communities and in the world community. They mustn't stop with credits secured in political science or international relations courses. Just studying and talking about good government

isn't enough. They must be willing to work on practical, down-to-earth political assignments to maintain and improve our government.

In a democracy, one thing is certain. We shall have no better government than we, the citizens, are intelligent enough to demand and energetic enough to work for. In a world, precariously balanced between destruction and peace, we shall have no more security than we are willing to strive for in practical political ways.

Women, in a very special sense, are the custodians of all that is finest and most humane in our great tradition of the Western civilization—the foundation on which is built our democratic society of free citizens. American women are the trustees of a great heritage. It is not pleasant to consider the consequences if they fail to carry out their duty under that trusteeship.

You may well ask, "Why is this necessary?" The answer is simple. Over and over, experts in human personality tell us it is the women, not the men, who are the unfailing realists. It is the woman who must grapple with the humdrum details of living even while she creates a piece of beautiful sculpture, or composes exquisite music. It is she who sees that Johnny has a black spot on his new shirt, remembers that the potatoes must be peeled for supper, or recognizes the rosy blush of fever on the baby's cheek. She must learn to cope with realities while clinging steadfastly to beauty and spiritual ideals. There is no escape, no substitute, for her direct humane action.

It is this talent for facing life—so simple, yet so complex, which a young woman needs today. The new world is calling from its confusion and its uncertainty to her. Not since the days of Mary of Nazareth and her cousin, Elizabeth, has there been greater need for spiritual women, for gifted women. A new world is calling to them to do the world's house-keeping.



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of the team"



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of supplies of all
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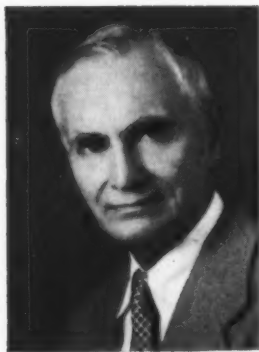


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THE GEOLOGIST IN INDUSTRY

FREDERIC H. LAHEE, *Geological and Research Counselor,
Sun Oil Company, Dallas, Texas*



Dr. Lahee, who joined Sun Oil Company in 1918, has watched his staff grow from a dozen geologists and assistants to a full-fledged organization with sub-divisions of paleontology, chemistry, geo-physics, core drilling and subsurface geology. Prior to this he taught geology at Massachusetts Institute of Technology.

During the war Dr. Lahee served as chairman of the committee on explorations for District 3 of the Petroleum Administration for War. He has been a member of the Committee on Crude Oil Reserves of the American Petroleum Institute since its formation in 1936, and chairman of the committee since the death of J. Edgar Pew.

Dr. Lahee, who received his A.B., M.A. and Ph.D. degrees from Harvard University, is a frequent contributor to scientific journals and is best known for his book, "Field Geology."

He is a member of the American Association of Petroleum Geologists, American Petroleum Institute, Mid-Continent Oil and Gas Association, Geological Society of America, Society of Economic Geologists, American Institute of Mining and Metallurgical Engineers, American Association for the Advancement of Science, Phi Beta Kappa and Sigma Xi.

ACCORDING to the best information available there were, in 1945, approximately 10,000 geologists in the United States. The most recent analysis of the status of the profession of geology was published in 1946.¹ The figures are probably fairly representative of present conditions, although they appear to have been compiled from data applicable to several separate recent years. According to this analysis, 74% of the geologists in the United States are employed in industry; 13% are employed by government agencies (10% Federal, 3% State); 8% are employed in colleges, universities, museums, and research institutes, and 5% are self-employed. The 74% in industry include 55% in petroleum production and manufacturing, 4% in mining, and 15% in other industries. "Other industries" include exploration companies; royalty companies; banks; insurance companies; railroads; construction companies; iron, steel, and other manufacturing; stone and clay products; machinery and special equipment manufacturing; printing and publishing. In these businesses geologists may serve as advisers on choice of materials, on property values, on source and extent of supplies, and so on.

¹"Geology as a Profession," Vocational Booklet No. 1, issued by the United States Employment Service, of the Department of Labor.

Nearly 75% of all the geologists employed in industry are actually in the petroleum industry. This is a large proportion, especially when one remembers that only 30 years ago marks approximately the beginning of the modern application of geology to oil finding. Gradually the great value of this science to the oil industry became apparent, and we predict that similarly, more and more, the practical applications of geology in many of the other industries will be realized. At present writing, however, with so large a preponderance of geologists engaged in the petroleum industry, we shall speak more particularly of this branch, always bearing in mind that much that is said of the petroleum geologist is equally applicable to any other geologist.

Factors Contributing to Success

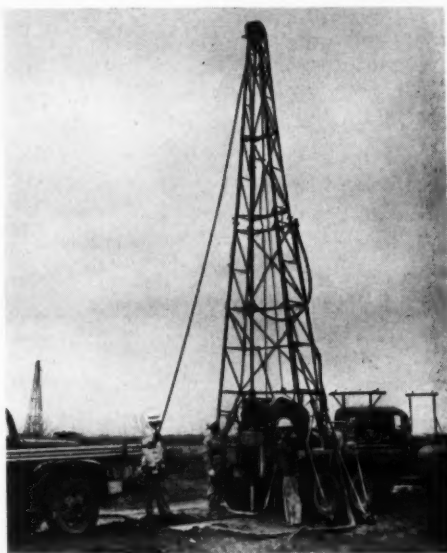
In discussing the geologist in the petroleum industry we should approach the subject from three directions. We should consider (1) the individual who may wish to train as a geologist or who already may be employed as such; (2) the educational institution which trains men for this profession, and (3) the organization which employs the geologists. These three—the individual, the educational institution, and the employing organization—are

factors which should cooperate toward the success desired by all three.

First, as to the individual, the geologist himself. To be adequate in his science, a geologist must be able to "see" in three dimensions. He must have that faculty which enables him mentally to visualize the third dimension when he can actually see only two. If he cannot imagine underground conditions from observed surface phenomena, he cannot become a thoroughly efficient geologist. This is a prime essential.

There has been evident in recent years a too strong tendency to teach students a great deal about well records, their correlation, and the contouring of certain chosen "key horizons," that is, to emphasize methods of subsurface mapping, and at the same time a slackening of requirements in field work. The result is that the young geologist is weak in his knowledge of field methods and in his recognition of field criteria. This tendency is no doubt an outcome of the gradual expansion of subsurface work and the concomitant reduction in field work, during the last 12 or 15 years, by many oil companies in certain regions which have been extensively and repeatedly explored on the surface. But it is of interest to note that in the last two or three years there has been a swing in the other direction. There is a growing realization that detailed field mapping is very much worthwhile. Consequently, the young geologist should be well trained in field methods.

A third point is a conclusion which we have reached both from our own experience and from talking with others. The young geologist who has a sound fundamental training in the general principles of geology and in the sciences which are basic to geology, will generally be more useful, will be more efficient, and



A SEISMOGRAPH CREW SET UP A JACK-KNIFE RIG PREPARATION TO SETTING OFF A "SHOT." MAPPING OF THE SLOPES OF THE UNDERLYING BEDS DETERMINE WHETHER A STRUCTURE IS PRESENT WHICH WILL PRODUCE OIL OR GAS.

will advance farther, than the man who is given a thorough training in petroleum geology to the neglect of some of the other branches of geology, which do not seem to be closely related to oil and oil finding.

Trend in College Curricula

Our second factor is the educational institution. Within recent years there has been a great deal of study devoted to the subject of college curricula in geology. Three committees which were appointed to work on this problem were the Committee on College Curricula in Petroleum Geology, of the American Association of Petroleum Geologists, appointed in 1940 and serving for four years until March, 1944;² the Committee on Geologic Education, appointed in 1945, under the National Research Council;³ and a committee of the U. S. Geological Survey, which submitted

²Reports of this committee were published in the Bulletin of the Association on pp. 969-972, Vol. 25 (1941); 942-946, Vol. 26 (1942); 694-697, Vol. 27 (1943) and 670-675, Vol. 28 (1944).

³Proceedings published in "Interim Proceedings of the Geological Society of America," 1946.

"A Suggested Geological Curriculum."⁴ The investigations made by these committees were very comprehensive. We cannot go into these here, but we do want to take this opportunity to call the attention of all institutions providing courses in geology to the significance of the conclusions and recommendations submitted in the reports of these committees.

If the young man who has recently graduated from his scientific course is said by experienced employers to be a more efficient geologist by virtue of his having a broad fundamental background and a maximum amount of field training, then clearly it is an obligation of scholastic institutions to adjust their courses toward this end. And we can add that probably without exception, a trend in this direction will benefit not only the petroleum geologist, but also a geologist employed in any industry. In fact, we believe

⁴See Geol. Soc. Am., Interim Proceedings, Part 2, pp. 8-13 (April, 1947).



EXPLOSION SHOOTS WATER AND MUD FROM A RECENTLY DRILLED HOLE. APPARATUS IN THE TRUCK TO THE RIGHT RECORDS REFLECTIONS FROM VARIOUS STRATA

that these two phases of geological education—broad fundamental background and plenty of training and observation in the field—are of prime importance for any geologist, no matter what he will do eventually.

The third factor is the employing organization. We have pointed out certain observed deficiencies in graduates in geology in the last ten years, or perhaps more. Is it not possible for the companies to supply some opportunities for further educating these young men? They could not provide the fundamental training, but in many cases they might offer a year or two of apprenticeship—a training period—under critical and intelligent observation by an experienced geologist within the company's geological department. Several organizations are already doing this. We hope that more will adopt the policy. It has a two-sided advantage, for it not only helps the young trainee, but also it permits the employer to weed out the undesirable candidates before they are given too great responsibility.

In the foregoing discussion we have touched only on certain high spots. The subject is too broad for more than the briefest treatment here. What we do want to impress is the three-fold nature of the problem. There is a problem, for conditions are far from satisfactory; and in the over-all effort to improve these conditions there must be a plan of cooperation which will include the scholastic institution, the geologist, and the employer organization.

A Petroleum Geologist's Duties

We may add a few words on the kinds of work which a geologist may be called upon to do for an oil company. Some of them are as follows:

- Geology field mapping
(reconnaissance; detail)
- Interpretation of geologic maps
- Interpretation of aerial photographic maps
- Subsurface structural mapping

Subsurface stratigraphic mapping

(isopaching)

Paleontological work

(routine determinations; research)

Geological adviser to geophysicists

Well sampling

Geological side of petroleum engineering

Estimating oil reserves

This list is sufficient to show how varied may be the duties of a petroleum geologist. Usually he is at first employed as a subsurface assistant or as a field assistant, and after acquiring some experience along these lines he may be advanced to work involving more responsibility. If he were trained as a paleontologist, he usually begins with routine determination of microfossils and his experience is broadened by giving him samples from different areas. Later on he may advance into research paleontology or he may be shifted into subsurface mapping. Eventually, in whatever branch he has been acquiring experience, the geologist is likely to have his responsibilities still further increased by executive and administrative work. There is a growing tendency finally to promote him to top executive positions in the company.

Demand in Excess of Supply

One of the most significant questions for educational institution, geologist, and employing company, alike, relates to the current and future demand for men trained in this science.

At the present time, as for the past few years, the demand is in excess of the supply. In the petroleum industry we need more young geologists than we can secure. In consequence some of the major oil companies each year comb over the graduating classes and, months before the school term ends, arrange to employ those students who seem to give most promise. We have heard that sometimes a company will agree to employ an entire group of graduating geologists, but with the intention of weeding out and releasing those who prove to be unsatisfactory after a trial period of a few months. This may be a very good scheme, for it gives each candidate a chance actually to demonstrate his ability, his character, and his industry, factors which cannot be easily ascertained in a brief conference some months prior to graduation.

As far as we can judge, we anticipate no early let-up in the demand of the Petroleum Industry for geologists. And we can say, further, that we look for a slowly increasing demand for geologists in other industries, in governmental surveys, and in connection with public utilities; and along with the needs for geological advice in these many fields will be an increasing demand for teachers of geology. After all, the constitution and structure of the earth are so intimately related to many—in fact, to a majority—of our human activities that the wonder is that geologists have not been in greater demand long ago.

ENGINEERING for LEADERSHIP

Graduates of Electrical and Mechanical Engineering find adequate opportunity for responsible work and advancement in privately owned and operated electric and gas companies.

Philadelphia Electric Company

POST COLLEGE TRAINING FOR THE HOME ECONOMICS MAJOR

MARGARET L. MITCHELL, *Vice-President in Charge
of Food Production, The Stouffer Corporation,
Cleveland, Ohio*



A college graduate, Mrs. Mitchell (then Margaret Laughlin), first came to Stouffer's in 1928, as a food supervisor.

Two years later, she was given charge of Stouffer's Experimental Kitchen in Cleveland, with the responsibilities of recipe testing and standardization, menu making, and overall supervision of the food production throughout the restaurant chain.

In this position as director of food production Mrs. Mitchell watched the growth of the company, and developed a strong force of trained dietitians to take their places in production management in the restaurants to carry out the detailed responsibilities of quality food production in accordance with the food standards established by Stouffer's. The Home Economics Staff today consists of approximately seventy dietitians.

In the summer of 1945 Mrs. Mitchell was elected Vice-President in Charge of Food Production—incidentally, one of the few woman vice-presidents in the entire country.

WHEN Miss College Graduate takes off the famed "cap and gown" at the end of that great day of days—graduation day—and for the first time looks at the certificate she so proudly received, she suddenly realizes that the final act is over. . . . It was a successful show, and here is her reward—a legal certificate stating that she holds a Bachelor of Science degree in Home Economics. Here is proof of her formal education, here is what she worked for in these past four years. And now what does it mean?

Yes, it means that farewells must be said to college life, but more than this, it means that she, the holder of this certificate, has a formal introduction certificate to business and professional life. This certificate is the key with which she may unlock the door to her chosen career.

Should her chosen career be the restaurant industry where so many good opportunities are available to Home Economics graduates, there are general and specific qualifications which this B.S. degree should have provided. Most important are:

- Poise.
- Friendly manner.
- Well-groomed appearance.
- The ability to think constructively.

- A scientific background in foods, chemistry and bacteriology.
- A thorough general knowledge of food materials and healthful nutrition.
- A keen interest in cooking and the production of Quality Food.
- A respect for accuracy and exactitude in recipes.
- Good physical health and enough vitality, stamina and energy to do the physical and mental work that restaurant work demands.
- Leadership qualities based on sound principles of human engineering—the kind that cause you to have a sympathetic understanding toward fellow-men, and a fair and considerate way of working with or directing people.
- A general knowledge about the restaurant business, and a respect for it as an industry.

With such qualifications you are well prepared for entry into post-college training in the science of food production in the restaurant industry. Why is training beyond your college work necessary, you ask?

Well, for these reasons . . .

1. Restaurant operation is detailed. It requires skills in many lines, and a Home



FIRST DAY IN THE EXPERIMENTAL KITCHEN

Economic Graduate without experience does not have a full understanding of them. Therefore, she would not be qualified immediately to direct or supervise skilled workers.

2. The restaurant today is a well-organized, large volume business. It has well-defined work schedules and job-analyses. It is systematized to a point of efficiency operation, and it is essential that the new-comer learn this system as an apprentice before she can take active part in directing its operations.

Practical Application of Acquired Knowledge

College education has provided the Home Economic graduate with general scientific knowledge in the subjects of food, nutrition

and institutional management. Post-college training in the restaurant industry provides her with the opportunity to develop this knowledge and give it practical application. Such training assists in building self-confidence, and it prepares her step by step, for the responsibilities she hopes eventually to carry as an executive staff member in food production.

The position of a production manager in today's restaurant is that of a capable administrator who uses a scientific approach to the problems of food technology and personnel management. The purpose, therefore, of a student training course for the Home Economic graduate in the Stouffer Restaurant Company is:

To introduce the college graduate into the restaurant industry, and to give her the op-

portunity of learning the fundamentals of the company operations before she is expected to take an active part in supervision.

The training period is primarily not a classroom study course—it is a practical working course in which the student is given the opportunity to learn by actual participation in the operations of the production department. The period of time set for such a training program in the Stouffer Corporation is twenty-four weeks.

Such a training program is scheduled as follows:

A. Introduction to the Company—One Week

The history of the Stouffer Corporation is given.

The benefits offered by the company to all employees are explained.

The company organizational charts, showing the executive positions and their lines of control are explained.

The company principles of operations are described.

B. Introduction to The Stouffer System of Operation—One Week

Menu Department—the method of menu planning is observed.

Purchase Department—the system of purchasing is studied.

Production and Operations Department—Study is made of the recipe files, the history of the research that goes into each recipe—how they are compiled and how used in daily production.

The estimate system for daily plans of purchases and production is studied.

The food control system is examined; the communication system and report system between stores and home office is explained.

The Promotional Department—Observation is made of the responsibilities carried in this department.

To this point two weeks of training have been covered. The student has person-

ally met the company executives and the assistant department heads. She has been shown all through the restaurant, and she has regularly observed operations during meal periods.

She has been shown the company slide-picture film "Food for Thought." This film was designed to be a visual aid in teaching all employees. It tells the story of Stouffer operation and services in an interesting fashion.

The student has been made to feel at home and generally acquainted with the organization. During this entire time she has been under the guidance of one company executive, whose responsibility it is to give full attention to this training. Much of this training work took place in the training classroom. Blackboard illustrations or visual-aid slides were used wherever possible to impress specific points.

C. The Experimental Kitchen—Two Weeks

The student now progresses to the Experimental Kitchen department. She has studied the recipe files and observed the methods of food production in earlier lessons. She is ready for trial performance in this department.

The training in this department provides:

1. Opportunity to actually make Stouffer dishes in unit quantities, and to judge the finished products with experienced supervisors.

Plans are arranged so that the student makes representative products from the main food classifications; that is, Pastry, Breads, Meats, Vegetables, Salads, Basic Sauces and Dressings, etc.

In this way she becomes generally acquainted with all recipes.

2. An insight into recipe research.
3. An insight into experimental cookery

and the development of standard recipes.

4. A study of portion checking.
5. A study of correct procedures in the use of all pieces of production equipment.

During this time in the Experimental Kitchen the student has the experience of preparing weekly staff luncheons for twelve to twenty people. This provides opportunity for teaching plate arrangement, accurate portion checking, and Stouffer quality food service. In the Experimental Kitchen the student acquires self-confidence in working with Stouffer recipes.

The student dines with experienced supervisors daily, and tastes food with them regularly. As she listens to their discussions she gains knowledge of how to judge food products.

The Experimental Kitchen training completed, the student is then prepared to go into a Stouffer restaurant to see how the theory learned to date is put into practice for Quantity Food Service. She is assigned as a student supervisor to the staff in one of the restaurants, and under their guidance she continues Stouffer training.

D. Store Operations Training—Twenty Weeks

In this part of the training the student is scheduled to work on every station in the production department, and is given insight into the service department. This furnishes opportunities to become acquainted with the routine work and the skills of the various jobs, and to learn by actual participation the methods of quantity production and service.

For twenty successive weeks the student works in the same restaurant, following this schedule:

Kitchen Production . . . Eleven Weeks

Salad Department 2 weeks
Bakery Department 3 weeks
Vegetable Department 1 week
General Cooking Department 4 weeks

Meats, Fish, Sauces

Production Office Girl . . . 1 week

Here she learns the routine work of recipe file checking, food control reports, etc.

Service Pantry Department

Five Weeks

Steamtable and Short

Order Cooking 3 weeks

Salad and Sandwich

Counter 1 week

Desserts and Soda Fountain 1 week

Supply Department 1 week

Kitchen and Pantry Supply

Men 1 week

Dining Room One Week

Service Hostesses 1 week

Here the student gets a bird's-eye view of dining room operations, and particularly notes the need for close cooperation between production and service department.

Food Supervisory Department

Two Weeks

Pantry Supervisor 1 week

Assistant Supervisor in Production 3 days

Food Production Manager . 3 days

This time allotted to work with the supervisors gives the student the opportunity to view the operations in the production unit from the management's point of view. She is

shown that careful production planning is the keynote to efficiency operation.

In this scheduled time with the supervisors she learns the technique of:

- Proper Ice Box Checking.
- Daily estimation for production.
- Purchases in relation to estimated production.
- Production Organization—Kitchen and Pantry Operational Needs charts.
- Training program for production employees.
- Housekeeping program—cleaning schedules.
- The relationship of duties of each supervisor to the other.

The final three days of training is spent with the head food production manager, and there is opportunity for questions and discussion on any parts of operation that might not be clear in the mind of the student.

And so the training program is completed. The student is qualified to take her place as a pantry supervisor in any of the company restaurants. During training she has been judged on attitude, neatness, capabilities, accuracy, and leadership qualities.

The rating she receives in this appraisal determines to a large extent her placement on the staff.

Adult Education—A Continuous Process

Yes, here ends post-college training, but here marks the beginning of adult education



TASTE-TESTING WITH THE REFRESHER CLASS

for the Stouffer staff executive. Adult education is continuous—it has no time limitations. Yet, in Stouffer's, there is a definite program planned for it.

Such a program includes:

Refresher Training Classes—where store staff executives are called away from their posts in store operation to attend small group discussion classes. This program would cover a period of approximately two weeks.

In meetings important subjects of operation such as Quality Food Production, Food Control, Employee Training, etc., are discussed. Ideas for improvement in methods of handling problems are passed back and forth, and enthusiasm to do a better supervisory job is rekindled in all participants.

In such refresher classes at Stouffer's food judging and tasting in the Experimental Kitchen is always a part of the daily program. In this discussion the details of how to judge top quality food are repeated, and the participants are impressed again and again with the importance of accurate recipe checking, and careful supervision.

Refresher Courses have a real value in an adult educational program. They provide means for temporarily taking the supervisor out of routine work, and giving her opportunity to look at her responsibilities from an outside viewpoint.

Group Meetings are another phase of the adult educational program. Top management is called together for well-planned discussion meetings lasting for two to five-day periods. Subjects on the program for such meetings are those related to food production and personnel problems.

Guest speakers are frequently on the program. Specialists on the subject of per-

sonnel leadership are sometimes hired to address the group, or guest speakers from related business organizations are invited to participate in the meeting, and from such contacts new ideas may be obtained and developed for use in the company.

These group meetings are always held at a place away from Stouffer Restaurants . . . perhaps at a resort hotel, where some relaxation will be had, and the participants can give clear thought to the subjects of discussion.

Another part of the adult educational program is carried on in weekly correspondence. Two bulletins are sent out from the Home Office weekly—one on operations and purchases, and the other on food production.

In these bulletins stimulating articles appear regularly which keep all executives reminded of the challenges that are constantly to be found in daily routine. Suggestions of how to meet problems are discussed and new techniques are recommended. Through these bulletins new books and articles written about food or the subject human relations are reviewed.

The book library in each store is added to, when necessary, and reference to the importance of studying such books is frequently made.

Adult education, of necessity, follows post-college training. It is through a complete educational program of this kind that job-progression for the individual can be had, and company development and improvement is assured.

COLLEGE is the preparatory school which provides its graduates with a foundation for self-development.

POST-COLLEGE TRAINING is the introduction to business, and

ADULT EDUCATION is a continuous program which leads the individual upward on the ladder of Success. . . .

GETTING A JOB IN LATIN AMERICA

JAMES S. CARSON, *Chairman, Foreign Trade*

Education Committee, New York City



Conway Studios

Before accepting his present position as Vice-President in Charge of Public Relations for the American and Foreign Power Company, Mr. Carson was associated with the Electric Bond and Share Company and served as general sales manager for National Paper and Type Company. He also made a South American survey-trip for the Associated Press.

Mr. Carson is Vice-Chairman of the Council on Inter-American Relations and the Committee on Inter-American Commerce; National Councilor for the American Chamber of Commerce of Mexico, and a Member of the Foreign Commerce Department Committee of the Chamber of Commerce and the council of the Pan American Society.

In addition to serving as director for approximately twenty power companies throughout Latin America, Mr. Carson has been a delegate to important Pan American conventions in Washington, D. C., since 1923.

Author of numerous magazine and newspaper articles on Latin America, Mr. Carson had the Order of Merit of the Official Grade conferred upon him by the President of Ecuador.

THERE is a mistaken idea in many parts of the United States (particularly among students and those seeking new careers) that the Latin American countries offer a promising field for employment. Quite the contrary is true. Despite the "Good Neighbor Policy" and many other diplomatic gestures, the countries to the south of us do not welcome foreigners who wish to seek fortunes in new lands. Republic after republic has enacted legislation designed to discourage the entry of foreigners and to make it extremely difficult for them to obtain employment in competition with nationals. This is equally true for the young woman stenographer or the highly trained technical engineer.

To test this one needs only to go to any of the consular offices of the twenty southern republics to obtain a passport visa if the contemplated trip indicates any idea of working in their respective nations.

Take one of the most democratic and progressive of these nations—the Republic of Colombia. To obtain a visa other than that of a tourist requires a \$1,000 cash bond, a medical certificate of good health, a police certificate of good conduct, a certificate of civil status, four pictures, a certificate of profes-

sional title if the circumstances require it, and finally the filling out of a lengthy application which requests references from persons in Colombia, a declaration of religious creed, and a statement of financial status.

After all of this red tape the application must then be sent to Colombia for approval by the Minister of Foreign Relations. The applicant must have capital for investment if he expects to receive this approval. After he has hurdled all these handicaps and finally entered Colombia, the foreigner still cannot try to obtain employment. He must first obtain a permit from the Minister of Labor because of a law in the republic which specifies that 90 per cent of all employees in any enterprise must be citizens of the country.

Colombia, of course, is no exception in this regard. The little republic of Paraguay requires that 95 per cent of employees be nationals. Many of these laws provide that the same percentage of wages must go to nationals and foreigners in each case. While the law in Cuba provides that only 50 per cent of employees must be citizens of that republic this is a bit misleading. After the revolution of 1933, President Grau San Martin was elected on a slogan "Cuba for the Cubans." Since that

time the laws have been continuously tightened in this regard until the present percentage is actually about 99 and the labor unions are trying to eliminate that one per cent.

Not only are citizens of the United States seeking employment in these countries unwelcome, but a persistent effort is being made by the nationals of the different countries to rid themselves of foreigners already residing there. This wave of nationalism is spreading with surprising rapidity. Americans who have been working in these countries for many years are being forced out. The story is told of an American businessman who returned to Havana after a trip around Latin America. He said that in preparation for his trip he used six dozen photographs, twelve police certificates, fourteen health certificates, and spent three weeks in obtaining visas.

Recently the eyes of the world focused on Rio de Janeiro and a meeting held in nearby Petropolis which was addressed by leaders of the Western Hemisphere, including such dignitaries as the President of the United States and Secretary of State Marshall. The traditional friendship between Brazil and this country is historic but its legislation protecting nationals in the matter of employment is as rigid as that of most of the other southern republics. It was only recently that the Brazilian Government lifted the ban on visa issue to foreigners desiring admittance into Brazil, in an announcement of the Council on Immigration and Colonization and reported by the Bulletin of the Brazilian Government Trade Bureau.

The Council made known that all Brazilian consulates have already been notified of this ruling. All applications for visa must be filed through Brazilian consulates while those filed in Brazil must be presented to the Passport Division of the Ministry of Foreign Affairs. Applications for visa in behalf of relatives of Brazilians or foreigners residing in Brazil as permanent residents, will be acted on directly

by the Division of Passports when these concern married couples, ascendants or descendants in the first degree. The others must receive authorization from the Council of Immigration and Colonization. *Granting of visas to technicians does not automatically authorize them to practice their professions. Privilege to do so is subject to established laws.*

What North American Enterprises Offer

What has been written concerns independent effort of the individual to seek employment in these southern regions. The picture changes somewhat if the applicant seeks a position with large American enterprises operating in those countries. North American enterprises represent a total direct investment in Latin America of approximately \$3,000,000,000., and generally they have to do with one or another of the following pursuits: trading companies, transportation lines, plantations, mining ventures, petroleum wells and public utilities. In the case of the last, the nature of the investment is permanent, represented by bricks and mortar, transmission and distribution systems, and the immovable appurtenances they house or protect. Such enterprises come close to the people and are usually incorporated under the laws of the country where they operate. Figuratively, and usually literally, they fly the flag of the land in which they give service.

One such company, having affiliates or subsidiaries in eleven of the countries of Latin America, employs 30,000 people, fewer than one per cent of whom are citizens of the United States. In the Republic of Argentina, for example, this company has affiliates whose payroll takes care of more than 3,000 employees, only five of whom are citizens of the United States. This is an economically sound procedure and over the years has worked out very satisfactorily.

Of necessity the set-up of the great exporting

and importing companies, steamship and airline organizations, the petroleum industry, and some of the mining ventures is different. Many of these organizations find it to their advantage to seek out and train young North Americans who may wish to select the inter-American field as the one to which they will devote their life work. The history and practices of one of the largest of these are typical, as a brief reference will show.

Nearly one hundred years ago a young Irishman found employment in the Republic of Peru and established a business which in the intervening years has expanded so much that it is now comprised of the parent company and approximately seventy subsidiaries and affiliates, employing 14,000 people in the United States and various Latin American countries. It is engaged in importing and exporting, steamship and airplane passenger and freight service, agriculture, manufacturing and banking. Most of its operations are in the West Coast countries of South America, where it buys coffee, develops sugar estates, runs textile mills and paper factories, etc. Offices are maintained in practically all the principal cities and important towns of each of these West Coast nations.

Representatives Contact Placement Officers

This company employs each year young college graduates from the United States' institutions who start as juniors and work up over a period of years to positions of responsibility. To obtain promising candidates the company keeps in touch with the placement offices of the various colleges; and, as a result of satisfactory checking as to general appearance, personality, scholastic record, and genuine interest in the type of work to be followed, candidates are invited to come to the main office in New York, where they are accepted or rejected by the various executives concerned. In his preliminary training the successful candidate is assigned to the particular work for

which he seemed to be fitted, either importing, exporting, accounting, finance or shipping. The man is considered a junior for the first three years and may be transferred at the convenience of the company so that he will obtain as much experience as possible.

The stories of other great North American companies which have helped to develop the resources of the southern countries, and created successful careers for many of our young men, also read like chapters in the romance of trade. The writer recalls a railway journey of twenty years ago from Puerto Barrios to the capital city of the beautiful and picturesque little republic of Guatemala. It was an all-day trip, the first hours of which were through a wildly beautiful jungle. Stops were made at clearings where were found small stations that bore Spanish or queer Indian names; all of them, that is, with one exception, which was called Dartmouth. This name excited the curiosity of the traveler. You can perhaps guess its origin. The president of the company which owned the railway line, connecting steamship services, and great banana plantations had come out of that college years before to seek his fortune in the field of Latin American trade. He has long since passed on, but the company is greater and bigger than ever. Many college men have been and are being trained by it, but the present head, a man of great vision, is an alumnus of the University of Hard Knocks.

Early days in the development of copper, petroleum, railway, air and steamship lines, and more recently steel and chemical enterprises, could supply similar stories. There are opportunities in the Latin American field, but ninety per cent of the climb depends upon proper basic equipment and hard work here in the United States. By the time the trained man gets to the other Americas some of the romance has been squeezed out of the picture.

It must always be kept in mind that the young native born people of the countries of

Central and South America are eager, competent, and ambitious. Many of the sections in which they live have a history as old as or older than our own. While it is true that many of these countries are far behind us if we measure progress by the growth and use of devices which add to the comforts and conveniences of living . . . in the production of which we North Americans are far out in the lead over the rest of the world . . . there are compensations in the way of life in the South which strike a balance when all factors are weighed. It seems to me, then, that it is a fundamental in clear thinking about the problems we are discussing to realize that jobs in the other Americas, which undoubtedly will be created in greatly increasing numbers in this postwar era, must be filled to a very large extent by the nationals of each country concerned. This is true for local enterprises there as well as for the plants, branches, or offices established by North American concerns in these different nations. A knowledge of Spanish or Portuguese, or both, and a spirit of wanderlust will not alone economically justify expectations of a career for our young people in some visionary southern Eldorado.

Opportunities for employment with North American firms operating in Latin America are not confined to the big companies. There are openings for commercial travelers, specialists in Latin American law, engineers, construction men, banking employees and other branches. The indispensable equipment for such positions include, in the order of their importance the following:

1. A speaking, reading and writing knowledge of Spanish or Portuguese (preferably both). This is a "must."
2. A comprehensive understanding of the economic geography of the southern countries.
3. Familiarity with the background story of the history of Latin America.

4. A thorough knowledge of the business or pursuit to be followed.

A Welcome Awaits Teachers

A decided exception to the general rule that North American employees are not welcome in Central and South American countries has to do with teachers to be employed in American schools which have been established during the past forty years in different communities where American colonies exist. There are 270 American type schools in the other Americas which have an enrollment of more than 550,000 Latin American children and approximately 5,000 children whose parents are U. S. citizens. These schools are generally autonomous and in most cases are controlled by a local Board of Directors composed of both American and national citizens of the community. In general they are administered by principals from the United States and a large part of their teachers are citizens of the United States. These schools interpret United States theories and practices in education as well as our ideals of democracy. They are accepted most cordially by the local communities and in nearly every case have more applicants for enrollment than can be received. These schools operate under charter or permit granted by the local government. Most of them are independent and receive no financial support from outside sources except in the case of certain denominational schools.

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American School Demonstrates Good Neighbor Policy

One of the oldest and most important of this type of school had its beginning 54 years ago in Mexico City when an American businessman, Mr. John R. Davis, had the problem of educating his children and induced his mother-in-law, who was a trained kindergarten worker, to teach his children. Other American families asked to join in the effort so that a group of thirty children were brought together. From this very modest beginning the American School in Mexico City has grown so that today its enrollment is 1500 pupils. About half of these students are Mexicans; 40 per cent are children of American citizens and the remaining 10 per cent represent families divided into twenty-six nationalities. The school is, therefore, an important international influence.

The buildings, which are set on a 12-1/2 acre tract are most modern and represent a value of \$1,250,000. The whole project is owned by the American Colony in Mexico and is administered by a Board of Directors selected by the Colony who donate their services.

The graduates of the American School are admitted without examination to most of the Universities in the United States and a large number now attend these schools and colleges in this country. During the war 168 of its teachers and graduates were enrolled in the Armed Services and 34 Mexican students went to the United States to volunteer. This is a practical demonstration of the so-called "good neighbor policy" when you consider that 750 Mexican youths are taught English each year; and, more important, get by absorption a

comprehension of the American way of life. It is easy to understand why friendships formed in the working out of the plan are lasting. Such an enterprise helps not only business but good relations. The school has just put up a new building, the equipment of which is as good as anything found in the best institutions in the United States. It is planned later to make its site a center for American culture. Funds are being raised to build an English speaking Catholic Church in the neighborhood, and a Union Evangelical Church, which is a combination of most denominations of the Protestant Churches, is also thinking of building in the neighborhood.

A group of American and English persons interested in amateur theatricals are building a small modern theatre. A library will probably go up later so that the dream of an English speaking cultural center in Mexico, which had such small beginnings, will probably be realized in the years just ahead. In the past half century, schools of this type have done more to create good feeling between the republics of the Western Hemisphere than any other single movement.

Unlike a similar venture carried out on a large scale by the German government before the late war, these schools are not vehicles for propaganda unless it be the indirect influence of good teaching and association. The German government built a most elaborate school in Mexico City before the last war and appropriated approximately the equivalent of \$25,000 a year for its upkeep. The American school was built and is being maintained by the American colony in Mexico. This is true of many schools in other cities and countries in Latin America.



THE CATHEDRAL OF LEARNING

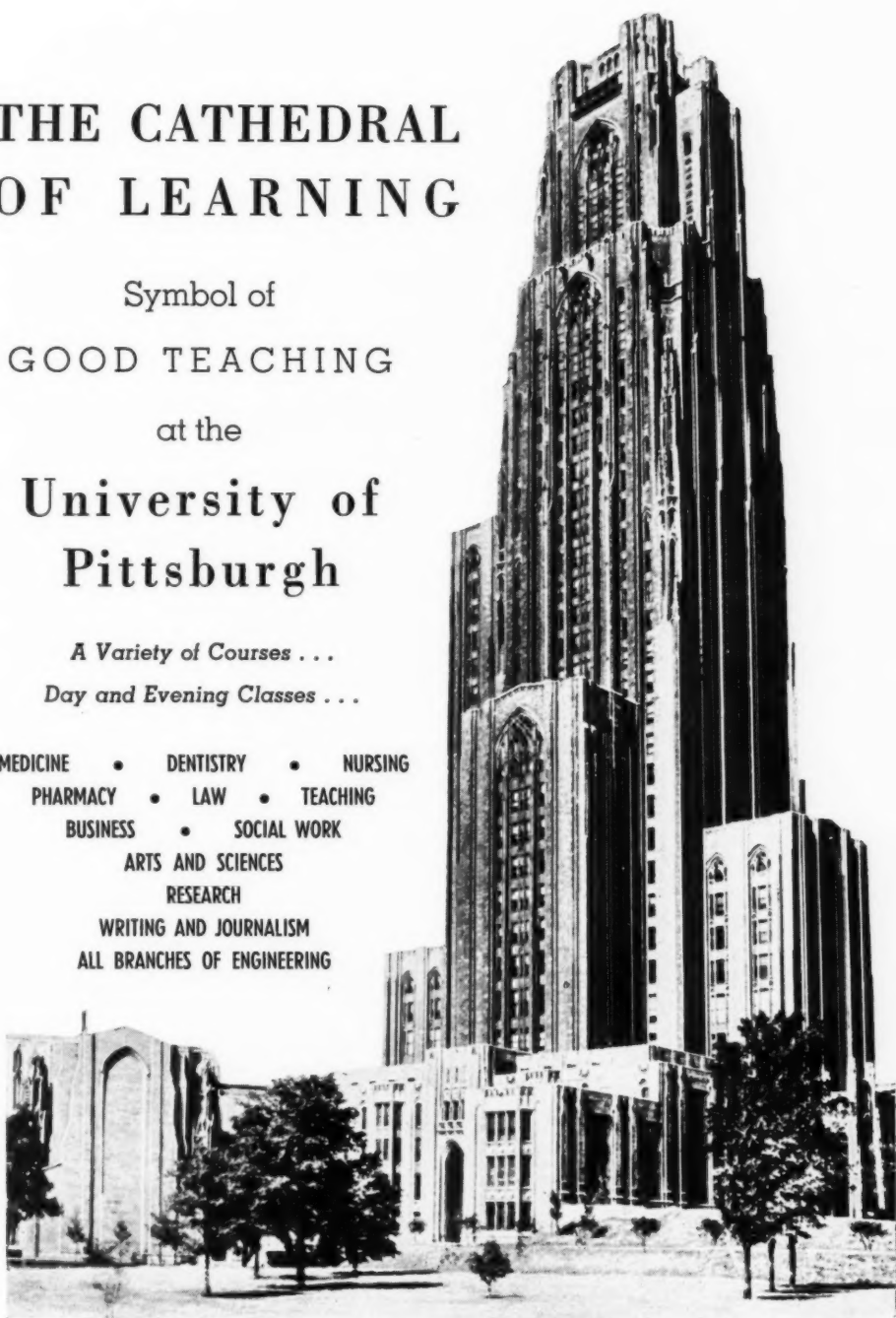
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U N I V E R S I T Y
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P H I L A D E L P H I A

"WEATHER HORIZONS"

A Publication by the American Meteorological Society
on Careers and Education in Meteorology

Reviewed by JOANNE G. STARR, Instructor of Physics and
Meteorology, Illinois Institute of Technology,
Chicago, Illinois

Mrs. Starr, whose interest in the meteorological field dates from the time of her training as a civilian pilot, is well qualified to speak on this profession.

At the age of twenty-four she has already completed the Bachelor and Master's degree in meteorology at the University of Chicago and this fall was admitted to candidacy for the Ph.D. at the same institution. Her varied experience places her in an enviable position for the woman meteorologist. Previous to her instructorship in meteorology at New York University, Mrs. Starr served at the Chicago Airport on an in-station training program of the U. S. Weather Bureau.

She has done teaching and research at the University of California, Los Angeles, the University of Chicago and Woods Hole Oceanographic Institution. At the present time she is employed as instructor of physics and meteorology at Illinois Institute of Technology where she organized and began a course in meteorology for aeronautical engineers and other science students.

Mrs. Starr is a member of Phi Beta Kappa, a professional member of the American Meteorological Society and a sportswoman of some note.



THE atmosphere has been to mankind what the ocean is to fish, so it is little wonder that its behavior symptoms, the weather, have been a universal topic of human conversation. It is little wonder that meteorology, the science of the atmosphere, is subject to such general concern. The whims of wind and cloud may mean only new hat or old to the subway rider, but can spell life or death to the air passenger, riches or poverty to the farmer. A midwestern drought which damaged the corn crop has just this year brought hunger to thousands of Europeans.

But aside from its vital utilitarian aspects, meteorology is the science in whose laboratory we live. The experiments are going on before our eyes every day. Nor is there any charge for equipment. This laboratory may not be filled with mysterious test tubes, but what other science puts on such a display as an electrical storm—and right outside our windows? What sailor of a small boat or solitary mountain climber has watched the building up of towering thunderheads without wondering what sets these violent air currents in motion? Indeed,

there is much that the alert person can deduce merely by watching such clouds. For it is true that one does not need a microscope or a cyclotron to study the workings of the great heat engine that is the atmosphere. The winds, the rain, the cloudforms themselves are clues, as are fingerprints to detectives. Furthermore, these clues as much available to the farmer or the small boy as they are to the Doctor of Philosophy. Our living thus within the weather may account in part for the great interest in meteorology as a profession which is widespread among school and college students and other eager-minded young persons today.

But meteorology as a career is in danger of being as much misunderstood by the average aspirant, as is "the weatherman" by the average cartoonist. Take for an extreme example the case of the young ensign who during the war chose to study aerology because he "thought it meant doing hospital work." While, of course, the average young person is better informed than this poor soul, and realizes that a meteorologist is more likely to need a wet-bulb thermometer than a clinical

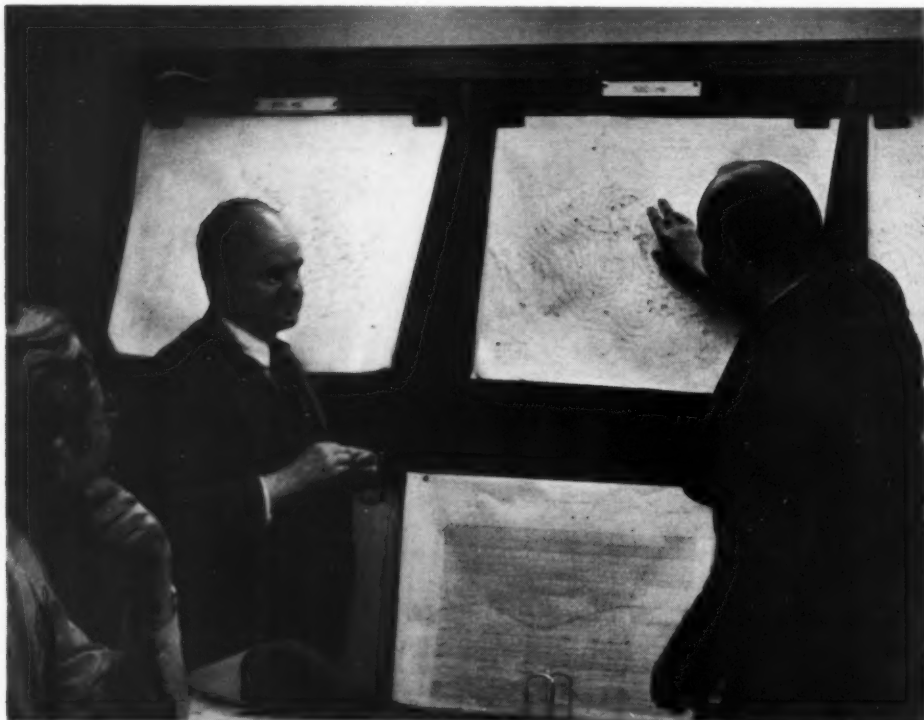
thermometer, he is still unlikely to be completely aware of either the problems or the opportunities which would confront him were he to select weather work as a career.

It is exactly for the purpose of advising such interested young persons that the American Meteorological Society has published the booklet called *Weather Horizons*. The title of this publication is an apt one, for the information it contains provides a vantage point from which the would-be weatherman can survey the roads leading in many directions to many different types of careers in meteorology. He can then anticipate what kind of work he will be called upon to perform and can prepare accordingly. Even the opportunities for preparation are included in this pamphlet, which

contains a complete report from each of the colleges and universities offering meteorological training. Anyone even remotely interested in weather work or related fields is referred to *Weather Horizons* itself (see end of this article). This review will attempt merely to convey the gist of the material therein and perhaps to provide a few additional suggestions to those interested in career possibilities in meteorology.

Meteorology Comes of Age

In ancient days the weather was foretold by oracles, and by such signs and omens as the shape of spots on the livers of sacrificial lambs. By the days of the great sailing vessels, man's eyes had turned to the sky for



THREE WORLD FAMOUS SCANDINAVIAN METEOROLOGISTS DISCUSS THE LATEST DISCOVERIES ABOUT ATMOSPHERIC CIRCULATION

weather signs. The sailors' yarns, and proverbs about "red sky at night . . ." and "rain before seven . . ." hovered on the borderline between superstition and science. Today, in the heyday of the engineer and the nuclear physicist, meteorology is also coming of age and is taking its proper place among the other geophysical sciences. This means that rules of thumb and "seat of the pants" forecasting are gradually giving way before scientific techniques introduced from physics, chemistry, and mathematics. The weatherman of today is less likely to be the weather station office boy of twenty years ago, and is more likely to be a highly trained college graduate.

But that does not mean that individual initiative and ability are being replaced in weather work by slide-rule pushing. Quite the contrary. The outstanding fact about this field is that the frontier, both in respect to scientific achievement and in respect to careers, is still wide open. There are as many opportunities to do important work as there are persons to dig them out. But these opportunities do not go to a person's door and knock. As often as not, they do not lie along the conventional route. For a striking example, nearly everyone has heard by now of "snow-making" by dropping dry-ice into supercooled water clouds. This is the outstanding stride which has been made so far in man's attempts to "control the weather." This was discovered, not by a university professor of meteorology in his college laboratory, nor by a forecasting meteorologist at his weather station, but by a man who became interested in snow as a skier, and has spent most of his professional life in other related branches of science.

To give a glimpse here of the wide horizons in weather, it will be necessary to describe the major routes that lie open to a person entering the field. This leads at once to the most common popular misconception. Most persons believe firmly that every budding meteorolo-

gist has as his lifelong ambition the pronouncement of the words "fair and warmer," and it comes as a great shock to learn that only a very few of those drawing pay as weather workers are able to tell whether or not it will rain on washday. While it is true that accurate forecasts are the end and aim of the United States Weather Bureau and the airline meteorological services, forecasting and weather station work compose only one of the major classification of careers in meteorology.

Actually, a job in weather can mean anything from taking plane observations of a hurricane in the Caribbean, to writing equations in higher mathematics within the ivory towers of Harvard University. It can mean pounding weather symbols on a teletypewriter in Yuma, Arizona; it can mean following a pilot balloon in Anchorage, Alaska, or it can mean teaching junior college in Kalamazoo. Knowledge of weather processes can help the farmer raise hogs; it can help the engineer fight floods, or it can help Marshall Field and Company sell overshoes. A job in weather can be dull and routine, or it can be fascinating. It is more than likely to be poorly paid.

Despite the great range of individual jobs, careers in meteorology tend in general to fall under about ten major headings. This fact is brought out by the contents of *Weather Horizons* reprinted at the end of this article.

For brevity, they will be classified here somewhat differently.

Work at a Weather Station

Professional. This usually means forecasting. Forecasting work is strenuous, exacting, and apt to be rough on the nerves. It must go on 24 hours a day, Sundays and holidays not excepted. A forecaster must learn to get up when his family is going to bed, and to grin and bear it if scheduled work on Christmas Day. He will have little time left for research. His pay, however, is better than that of the

average professional worker, ranging from \$2644 for the green forecaster-in-training to \$8059 for the supervisor of an important weather station. And, of all meteorologists, he is the one who actually works with the daily weather. The forecaster watches the cold waves and thundersqualls approaching, and upon him rests the responsibility of warning the pilot, the fisherman, and the farmer. He is the one for whom turns all the vast machinery of observations, teletype reports, charts, records, bookkeeping, and administration. But just as salaries in forecasting have been raised, so have scientific and educational requirements. For specific information, the reader is referred to the articles on the Weather Bureau and airlines in *Weather Horizons* and to the United States Civil Service Commission. Of all branches of weather work, the outlook for the petticoat meteorologist is here the dimmest. Since few women could combine marriage with such a career, employers are loathe to invest time and training on an employee who will leave them so soon.

Subprofessional. This includes weather observing, weather computing, and weather data plotting. Some experience in a physical science or at least a high school education are required. The applicant needs to know simple computing procedures and the use of the ordinary scientific instruments. He will need to learn the many weather codes and symbols. This work, although useful, can become routine, and the opportunities for promotion into the professional ranks is continually diminishing. It might work out well, however, for those young women with some scientific or technical aptitude who intend to work only a few years before marriage. An airport weather station atmosphere is a stimulating one, with many interesting persons to meet. Many women are so employed at present by the Civil Service and the airlines.

University Work

Teaching and Research. The problems of the college professor are similar everywhere. Meteorology is no exception, in that a long and expensive education is rewarded by poor salaries. But at least there are no forecast deadlines to be met within the ivy-covered walls, and no time clocks to be punched. Most important, the university meteorologist has the opportunity to be intellectually at the front of his field. Unlike the other sciences, however, meteorology is offered on a professional basis at only seven universities in the United States. The frontier in college teaching, then, lies at the other schools where only one or two meteorology courses are wanted, as part of physics, engineering, or a program of study in the earth sciences, along with geology, geography, and oceanography. As explained in *Weather Horizons* such institutions rarely desire a full-time teacher of meteorology, but a meteorologist able to make a combination with another science is highly prized. Much pioneer work in introducing courses in meteorology has been done since the war, and there is much still to do. The women's colleges especially seem to be an unexplored field, and here a professional woman could be at no disadvantage beside her male competitors.

Other Research

The Weather Bureau and the airlines have research centers, usually concerned with rather practical questions, such as icing research, thunderstorm studies, and long-range forecasting. Institutions concerned with agriculture are undertaking micro-climatological and statistical investigations, such as the temperature and moisture distributions near the ground in a cornfield, rainfall distribution from year to year in Hawaii, and other relations between weather and crops. Instrumental research made vast strides during the war and important laboratories have sprung up to



"SNOW-MAKING" IN THE LABORATORY. DRY ICE IS SCATTERED INTO A COLD CHAMBER CONTAINING SUPER-COOLED WATER DROPLETS. THE LOW TEMPERATURES CAUSE THE NEARBY DROPLETS TO CRYSTALLIZE IMMEDIATELY. THE TRAILS IN THE PICTURE ARE THE SNOW-FLAKES

adapt the advances in radar, electronics, jet-propulsion, and even in atomic physics to weather work. Rockets are being constructed to explore the very high atmosphere. This work with instruments offers fascinating opportunities to persons with part of their training in electrical engineering, electronics, or experimental physics, and part of it in meteorology. Many large companies, such as General Electric, have projects in which they use the services of meteorologists. To do research in the physics of the atmosphere usually requires years of hard study, and long hours spent in a laboratory drawing isobars on weather charts. It should be pointed out, however, that degrees and equipment alone will not produce discoveries, and that one of the most important recent advances in meteorology was made by a man who has no formal training beyond high school. It should be

mentioned that valuable contributions have been made by those with the ingenuity to watch closely the flights of seagulls, and to observe the patterns of seaweed in the water. There is no substitute for curiosity.

Combination of Meteorology with Other Fields

It is in this final category that individual initiative finds its widest scope. Meteorology can be combined with business or with hydraulic engineering; it can be combined with medicine or with forestry; it can aid a high school teacher, a pest exterminator, or steel corporations, rubber and oil companies. The combinations are almost infinite, and no attempt at comprehensiveness will be made here. Only hydrometeorology, industrial meteorology, and popular writing and speaking will be mentioned. The interested reader is referred to *Weather Horizons* and to his own imagination.

Hydrometeorology. The program of saving our top soil, reclaiming badland and dustbowl, watering the desert, replanting the forest, and turning the energy of the big rivers from destruction into power for human use is a vital one to American economy. A person trained in the hydrological phases of meteorology, and if possible, with an engineering background, would find himself able to participate actively in this program. Since this profession is a new one, his services would be in urgent demand, and his opportunity to contribute important research great.

Industrial Meteorology. This branch of the field has, on the other hand, so far failed to live up to expectations. Since it is obvious that many industries are at the mercy of the weather, the reasons for this apparent lack of success are not quite clear. Power companies, trucking concerns, railroads, and even funeral parlors and department stores stand to lose

money from ice and sleet storms. Electrical disturbances throw havoc into communications, and heat waves increase the demand for Coco-Cola. A person trained in meteorology, statistics, and the problems of a particular business should be able to make his services worth paying for. Industrial meteorology has been slow to get underway, perhaps because the many job openings for qualified meteorologists elsewhere are less of an individual risk than free-lancing or forming a company, perhaps because there is danger of mere duplication of the free services of the Weather Bureau unless the private meteorologist is very well acquainted with his client's work.

Popular Writing and Speaking. Everyone complains about the weather, and grumbles or cracks jokes at the weatherman. This indicates that T. C. Mits (The Celebrated Man In The Street) is not only a potential fan of nuclear physics, relativity, and the birth and death of the sun, but could become an amateur weatherman as well as an amateur Euclid or Einstein. The sportsman, pilot, yachtman, or hiker each has his special magazines, clubs, and meetings. Why not a few talks and articles on "How to Avoid a Thunderstorm" to go beside those on "How to Overhaul the Engine" or "How to Bend a Sail?"

In conclusion, even a hasty glance indicates that horizons in weather are as wide as our own vision permits us to see. Our view can become obstructed by nearby obstacles, such as routine work or low pay, or it can penetrate to the roads beyond. What makes these roads so interesting to follow is that many of them are still being blasted out of the underbrush, while others are still unsurveyed.

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Meteorological Education—Introduction

University of California, Los Angeles

Scripps Institution of Oceanography

California Institute of Technology

The University of Chicago

Massachusetts Institute of Technology

New York University

The Institute of Geophysical Technology of Saint Louis University

The Pennsylvania State College

Other Courses in Meteorology

Correspondence Courses in Meteorology

Education in Geophysics (American Geophysical Union)

Amateur Weathermen of America

Can We Make the Weather?

Copies of *Weather Horizons* are available upon request to the American Meteorological Society, 5 Joy Street, Boston 8, Massachusetts.





D I A M O N D S

IN THE MAKING

Human talents, like diamonds in the rough, must be discovered and refined before their true worth and beauty are revealed. It is the constant purpose of Temple University to seek out inherent ability, and to aid the student in shaping and polishing every facet to its highest brilliance. The success of this individualized instruction is attested by the achievements of thousands of alumni who are our "Acres of Diamonds."

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PHILADELPHIA

THE GENERAL APTITUDE TEST BATTERY

BERNARD ORR, *Industrial Services Supervisor,
Pennsylvania State Employment Service
Philadelphia, Pa.*

NO court of last recourse to permanently divorce a person from an ill-selected career exists for the occupationally mal-adjusted. Some are condemned by economic exigencies to a life of hateful drudgery and minute-hand-watching routine. Others face daily innumerable and what are to them unsolvable problems; winding up with stomach ulcers, nervous breakdowns or one or more of the ailments of modern society generally attributed to mental stress.

The constitutional guarantee of freedom to change jobs is considerably limited by such economic considerations as family responsibilities, length of training time, comparable jobs available and many other factors, which further emphasizes the importance of the original selection of an occupation or field of work.

Yet by what combination of chance and caprice is the field of work or job generally selected. It has always been the function of the employment counselor to assist the applicant in making as rational a choice as possible. The degree of success an employment counselor can achieve in assisting an applicant to make a proper choice, is always dependant upon the amount of accurate information he has available about the applicant.

Such information consists of an evaluation of the job held, hobbies, interests, school grades, military record, and the results of tests of various types.

The applicant's abilities and potentialities are sometimes indicated in his personal history, but often they are submerged in a welter of poor supervision, job hopping, insufficient training and unfortunate family influences.

The research staff of the United States Employment Service has constantly been engaged

in developing new tools and techniques to assist the counselor in providing the applicant with an organized body of information for making a career selection. The Application Card and the Interest Check List are but two of the many devices available to the counselor for appraising the applicant's potentialities and capabilities.

Result of Five Years Experimentation

The General Aptitude Test Battery is another device developed after more than five years of research and experimentation to assist the counselor in further rounding out for the applicant this objective picture of himself.

The General Aptitude Test Battery is not designed to be a cure-all to answer all problems for all persons. It is simply another source of evidence to be weighed with and matched against other evidence so that when the counselee finally selects his field of work, he will do so in an objective and rational, and not emotional evaluation of his potentialities and capabilities.

The General Aptitude Test Battery is a group of 11 paper and pencil and 4 apparatus tests, selected from hundreds, and it measures the ten basic aptitudes required in varying degrees in over 2,000 different occupations as determined by the United States Employment Service.

The 11 paper and pencil tests are made up as follows:

Part A—Exercises in comparing figures which differ slightly in shading.

Part B—Exercises in comparing names which may or may not differ slightly in spelling.

Part C—Exercises in crossing bars of H's.

Part D—Exercises in Arithmetic.

Part F—Exercises in recognizing rearranged, two dimensional figures.

Part G—Exercises in tapping.

Part H—Exercises in visualizing in three dimensions.

Part I—Problems in Arithmetic Reasoning and Relationships.

Part J—Vocabulary Exercises.

Part K—Exercises in mark making in squares.

Part L—Exercises in form matching.

Part M—Exercises in placing pegs on the peg board apparatus.

Part N—Exercises in turning pegs on the peg board apparatus.

Part O—Exercises in assembling rivets and washers of the Finger Board Apparatus.

Part P—Exercises in the dis-assembling of rivets and washers of the Finger Board Apparatus.

Scores made on the above listed tests in combinations and rearrangements measure ten basic aptitudes which the United States Employment Service arrived at after analyzing thousands of jobs and testing thousands of employed workers.

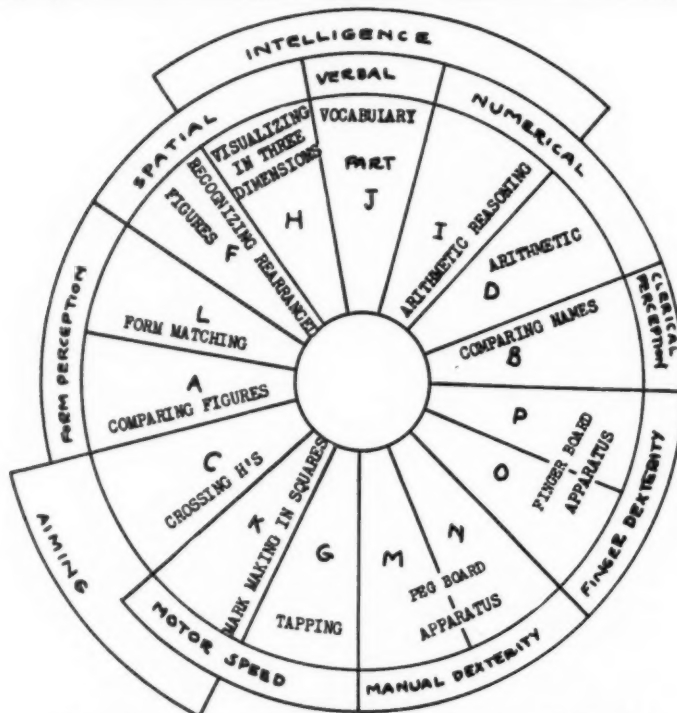
The ten basic aptitudes measured are General Intelligence, Verbal Ability, Numerical Ability, Spatial Perception, Form Perception, Clerical Ability, Aiming, Motor Speed, Finger Dexterity and Manual Dexterity.

The measures for each of the ten aptitudes are arrived at as illustrated in the pie chart which appears on the following page.



THE PEG BOARD—A MEASURE OF MANUAL DEXTERITY

Photo Philadelphia Inquirer



RELATIONSHIP OF TESTS IN THE BATTERY OF APTITUDES MEASURED

Test Interpretation

To follow a mythical applicant through the General Aptitude Test Battery, John Doe's *Intelligence*, as defined by the United States Employment Service, is determined by combining the scores he made on Part H (Visualizing in Three Dimensions), Part J (Vocabulary) and Part I (Arithmetic Reasoning).

The measure of Doe's *Spatial Aptitude* would be a combination of his scores on Part F (Recognizing Rearranged Figures) and Part H (Visualizing in Three Dimensions).

John Doe's *Verbal Aptitude* is measured by his score in Part J (Vocabulary), his *Clerical Perception* by his score in Part B (Comparing Names).

His *Numerical Aptitude* is determined by combining his scores in Parts I and D (Arith-

metic Reasoning and Arithmetic, respectively), and his *Form Perception Aptitude* by combining his scores on Part L (Form Matching) and Part A (Comparing Figures).

John Doe's *Aiming Aptitude* is determined by his score on Part C (Crossing H's) in combination with his score on Part K (Mark Making in Squares).

His *Motor Speed Aptitude* is the combination of his scores on Part K (Mark Making in Squares) and Part G (Tapping).

John Doe's combined scores on the two parts of the Peg Board Apparatus (Parts M and N) represent his degree of *Manual Dexterity* and his combined scores on the two parts of the Finger Board Apparatus (Parts O and P) represent his *Finger Dexterity*.

As is evident from the pie chart, some aptitudes are determined from one test score

and others from a combination of as many as three different test scores.

The General Aptitude Test Battery procedure does not stop with the mere creation of an aptitude profile.

After the applicant is measured in each one of the ten aptitudes listed above and his score recorded on the Test Record Card, the task is only half completed.

The applicant's aptitudes are then compared with the aptitudes possessed by successfully employed workers in specific fields of work, which at present encompass over 2,000 occupations.

The applicant is not told, for example, that he possesses considerable General Intelligence and Finger Dexterity and should choose some occupation in which he can utilize his specialized talents. Instead, he is informed specifically that he possesses General Intelligence and Finger Dexterity to a degree possessed by successfully employed Engine Lathe Operators and Sheet Metal Workers who were measured by the identical group of tests.

This final step of showing the applicant the occupational yardstick against which he can measure his potentialities is one of the major forward steps in the counseling process.

For years the employment counselor has

been faced with the question, "So what, I have a good degree of Manual Dexterity and Above Average Intelligence, which type of work do I select?"

The United States Employment Service's Occupational Aptitude Patterns, as measured by the General Aptitude Test Battery for over 2,000 different occupations, help answer this question which has perplexed applicant and counselor since psychological tests were first used in counseling.

The General Aptitude Test Battery is currently being administered to applicants selected by the local office counselors of the various state employment services.

Like most keen-edge tools, the use of General Aptitude Test Battery is not without dangers. Its results should never be used alone in the selection of a career. Such factors as physical strength, ability to get along with other people, persistence and personal habits, as well as the economic circumstances of the counselees, are just some examples of the many factors to be considered in addition to aptitude test scores.

The occupational choice should be built on a carefully laid foundation of facts and plans. The General Aptitude Test Battery fills an area with hard facts where previously only a thin tissue of assumption existed.



BOOK REVIEW

How to Find the Right Vocation, Edited by Harry Dexter Kitson. Harper & Brothers. 173 pages. \$2.50.

The test of time has indicated conclusively the value of Professor Harry D. Kitson's "How to Find the Right Vocation," as a must on any vocational shelf. The new post war edition, completely revised in the light of new problems and wider opportunities continues to be a valuable guide for both job-seekers and vocational counselors.

The direct style, complete bibliography and the clever pen and ink illustrations make this volume a sensible and very readable handbook for those trying to solve the puzzling choice of a life's work.

The author realizes there is no complete answer or exact formula for success in the quest for a successful vocational choice. However, he does show there are well established basic principles and methods which may be applied to the problem of finding and keeping the right job.

Some turn to fortune tellers for the answer to the choice of a vocation, others use the proven procedures recommended in Dr. Kitson's book with a much higher degree of success. If you say to yourself "What can I do?" plan to read "How to Find the Right Vocation" among other worthwhile publications on the subject.

S. A. LADD, JR.,
Placement Director, Bowdoin College,
Brunswick, Maine.

COLLEGE AND UNIVERSITY GRADUATION DATES AND PLACEMENT OFFICERS FOR 1948

The Association here presents the annual listing of college and university graduation dates and placement officers which those in business and industry have found so useful in previous years.

The senior interview dates as received from some colleges are those preferred by the educational institutions, but is not necessarily the only period for interviews. Most of the colleges and universities arrange interviews throughout the school year for the convenience of business representatives. Placement directors request that company recruiters make appointments at least ten days to two weeks in advance of their arrival.

ALABAMA

Alabama College, Montevallo—A. C. Anderson; January 23, 1948; May 31, 1948.
Alabama Polytechnic Institute, Auburn—W. S. Farley; March 17, 1948; June 4, 1948.
Huntingdon College, Montgomery—Norma Williams; January 29, 1948; May 31, 1948.
Judson College, Marion—Robert Bowling; May 31, 1948.
Tuskegee Institute, Tuskegee Institute—J. Julius Flood; May 17, 1948; Senior Interviews, beginning May 1.
University of Alabama (College of Engineering), University—William D. McIlvaine, Jr.; March 18, 1948.

ARIZONA

Arizona State College, Flagstaff—H. A. Curtis; January 17, 1948; May 22, 1948; August 31, 1948.
Arizona State College, Tempe—I. D. Payne; January 29, 1948; May 28, 1948; August 14, 1948.
University of Arizona, Tucson—Victor H. Kelley; January 25, 1948; May 20, 1948; Senior Interviews, First Semester, Before January 15; Second Semester, Before May 23.

ARKANSAS

Arkansas Agricultural and Mechanical College, Monticello—James H. Hutchinson; January 23, 1948; May 28, 1948; August 13, 1948.
Arkansas College, Batesville—Robert T. Dorr; May 31, 1948; July 5, 1948; August 9, 1948.
Arkansas State College, Jonesboro—James W. Turner; January 16, 1948; May 21, 1948; July 5, 1948.
University of Arkansas, Fayette—Deans of the Colleges; January 31, 1948; June 5, 1948.

CALIFORNIA

California Institute of Technology, Pasadena—D. S. Clark; June 11, 1948; Senior Interviews, January 12 to June 1, excepting March 15 through March 30.
Fresno State College, Fresno—J. W. Canfield; January 23, 1948; June 10, 1948.
Grant Technical College, Del Paso Heights—C. R. Warden; June 4, 1948.
Humboldt State College, Arcata—Ivan C. Milhous; January 23, 1948; June 11, 1948; July 30, 1948; August 27, 1948.

Occidental College, Los Angeles—Marguerite G. Vandever; January 28, 1948; June 14, 1948.
San Diego State College, San Diego—Louella P. Heck; January 27, 1948; June 11, 1948.
San Francisco State College, San Francisco—Alma Downey; January 30, 1948; June 18, 1948; August 13, 1948; September 4, 1948.
Stanford University, Stanford University—Robert N. Bush; March 15, 1948; June 4, 1948; August 25, 1948.
University of California, Berkeley—Vera L. Christie; February 5, 1948; June 17, 1948.
University of Southern California—Edith Weir; January 31, 1948; June 12, 1948.

COLORADO

Colorado Agricultural and Mechanical College, Fort Collins—Lyle N. Slonecker; March 26, 1948; June 18, 1948.
Colorado State College of Education, Greeley—O. L. Troxel; March 12, 1948; June 4, 1948; August 13, 1948.
University of Colorado, Boulder—R. Fred Chambers; March 20, 1948; June 14, 1948.

CONNECTICUT

Connecticut College, New London—Alice Ramsay; June 14, 1948; Senior Interviews, January through April.
Trinity College, Hartford—John F. Butler; February 1, 1948; June 21, 1948.
University of Connecticut, Storrs—J. E. Powers; February 1, 1948; June 13, 1948.
Wesleyan University, Middletown—Herbert L. Connelly; June 13, 1948; Senior Interviews—avoid the following dates: December 18 to January 7, January 16 to February 3, March 19 to April 7.
Yale University, New Haven—Stuart H. Clement, Robert B. Wyland; February 4, 1948; June 22, 1948; Senior Interviews, Mid-year Class, October 27 through January 24; avoid December 18 through January 6; June Class, February 10 through June 5; avoid March 30 through April 12.

DELAWARE

University of Delaware, Newark—Lieut.-Colonel D. M. Ashbridge; February, 1948; June, 1948.

DISTRICT OF COLUMBIA

American University—Jeanne Jackson; February 1, 1948; May 31, 1948; Senior Interviews, February graduates, October 1 to January 25; May graduates, February 6 to May 20.

George Washington University—Virginia Kirkbride; February 23, 1948; May 26, 1948.

Georgetown University—James Ruby; June 14, 1948.

FLORIDA

Florida Southern College, Lakeland—Ray Short; June 5, 1948.

Florida State University, Tallahassee—Elizabeth G. Andrews; March 17, 1948; June 7, 1948.

John F. Stetson University, De Land—H. C. Garwood; March 19, 1948; May 31, 1948; August 20, 1948.

University of Tampa, Tampa—M. C. Rhodes; May 31, 1948.

GEORGIA

Berry College, Mount Berry—W. A. Johnson; January 20, 1948; May 31, 1948.

Georgia School of Technology, Atlanta—Fred W. Ajax; March 20, 1948; June 10, 1948; August 30, 1948.

University of Georgia, Athens—Anne Seawell; March 20, 1948; June 10, 1948; August 30, 1948; Senior Interviews, January 7 to March 12; March 29 to June 1; June 21 to August 20.

IDAHO

University of Idaho, Moscow—Harlow H. Campbell; May 31, 1948.

ILLINOIS

Aurora College, Aurora—Jay Barton; March 17, 1948; June 10, 1948.

Bradley University, Peoria—Manley E. MacDonald; January 30, 1948; June 14, 1948.

Carthage College, Carthage—Pearl E. Goeller; May 31, 1949; August 6, 1948.

Eastern Illinois State College, Charleston—Harry L. Metter; June 6, 1948.

Illinois College, Jacksonville—J. L. Clements; March 21, 1948; June 15, 1948; August 27, 1948.

Illinois Institute of Technology, Chicago—John J. Schommer; January 22, 1948; June 11, 1948.

Illinois Wesleyan University, Bloomington—John Guy; Anne Meierhofer; January 30, 1948; June 7, 1948.

James Millikin University, Decatur—Charles Leese; January 30, 1948; June 7, 1948; August 13, 1948.

Lewis College of Science and Technology, Lockport—Harry D. Yates; March 24, 1948; June 20, 1948.

Monmouth College, Monmouth—Richard P. Petrie; February 2, 1948; June 8, 1948.

National College of Education, Evanston—Dorothy

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NASHVILLE, TENN.

Weller; February 2, 1948; June 8, 1948; August 20, 1948.

Northwestern University, Evanston—Frank S. Endicott; March 20, 1948; June 16, 1948.

Rosary College, River Forest—Sister Mary Fidelis; June 7, 1948.

University of Chicago, Chicago—Robert C. Woellner; March 19, 1948; June 18, 1948.

University of Illinois, Urbana—H. S. Dawson; February 15, 1948; June 20, 1948.

Wheaton College, Wheaton—Rana B. McDonald; January 30, 1948; June 14, 1948; August 20, 1948.

INDIANA

Ball State Teachers College, Muncie—G. H. Clevenger; March 5, 1948; June 4, 1948; July 16, 1948; August 20, 1948.

DePauw University, Greencastle—Robert H. Farber; January 30, 1948; June 13, 1948; August 13, 1948; Senior Interviews, January to April.

Earlham College, Earlham—Robert L. Sielken; January 30, 1948; June 14, 1948.

Evansville College, Evansville—Harold W. See; January 31, 1948; June 7, 1948.

Goshen College, Goshen—Silas Hertzler; January 23, 1948; June 7, 1948; August 6, 1948.

Indiana State Teachers College, Terre Haute—Wayne E. Schomer; March 24, 1948; June 17, 1948.

Indiana University (School of Business), Bloomington—John E. Steele; February 3, 1948; June 9, 1948; August 13, 1948; Senior Interviews, January 7 to January 25; February 23 to March 23; June 22 to July 1; July 7 to August 12.

Oakland City College, Oakland City—Helen C. Rumble; March 12, 1948; June 4, 1948; August 13, 1948.

Purdue University, Lafayette—F. L. Carson, Placement for Men; J. R. Mitchell, Teacher Placement; Irene Feldt, Placement for Women in non-teaching fields; February 1, 1948; June 13, 1948.

University of Notre Dame, Notre Dame—Rev. Robert H. Sweeney, C.S.C.; January 24, 1948; May 27, 1948.

Valparaiso University, Valparaiso—Marshall J. Jox; February 6, 1948; June 20, 1948.

Wabash College, Crawfordsville—B. K. Trippet; June 10, 1948.

IOWA

Briar Cliff College, Sioux City—Sister Mary Muriel; January 25, 1948; June 2, 1948; Senior Interviews, February 24, 1948.

Buena Vista College, Storm Lake—Opal Roark; January 23, 1948; May 26, 1948; July 9, 1948; August 20, 1948.

Central College, Pella—Walter D. De Kock; May 31, 1948.

Coe College, Cedar Rapids—John S. Hafer; June 10, 1948.

Drake University, Des Moines—Mrs. R. F. Sparks; January 31, 1948; June 2, 1948; August 29, 1948; Senior Interviews, avoid December 20 to January 7; January 27 to February 6; April 2 to April 9, 1948.

Iowa State College, Ames—M. D. Helser; March 20, 1948; June 11, 1948; July 21, 1948; August 27, 1948.

Iowa Wesleyan College, Mount Pleasant—Dale E. Burket; May 31, 1948.

Luther College, Decorah—A. O. Davidson; January 31, 1948; May 31, 1948.

Morningside College, Sioux City—Russell M. Eidsmoe; January 22, 1948; May 31, 1948; August 20, 1948.

Northwestern Junior College, Orange City—Edwin J. Aalberts; May 31, 1948.

Parsons College, Fairfield—Keith Goltry; January 31, 1948; June 7, 1948; August 18, 1948.

Simpson College, Indianola—Chester A. Morgan; January 25, 1948; May 30, 1948.

State University of Iowa, Iowa City—Frances M. Camp; January 31, 1948; June 4, 1948.

University of Dubuque, Dubuque—C. Leaf; March 13, 1948; June 11, 1948.

KANSAS

Bethany College, Lindsborg—Aileen Henmon; May 31, 1948.

Bethel College, North Newton—Eldon W. Graber; March 3, 1948; June 1, 1948.

Fort Hays Kansas State College, Hays—Ethel V. Artman; January 21, 1948; May 27, 1948; July 30, 1948.

Kansas State College, Manhattan (School of Engineering)—Linn Helander; January 30, 1948; May 30, 1948.

Kansas State Teachers College, Emporia—Alex Daughtry; January 23, 1948; May 28, 1948.

Kansas State Teachers College, Pittsburg—R. W. Hart; January 23, 1948; May 27, 1948.

Southwestern College, Winfield—William Monypeny; March 29, 1948; July 20, 1948; August 21, 1948.

University of Kansas, Lawrence—Laurence C. Woodruff; January 29, 1948; June 7, 1948.

University of Wichita, Wichita—Frank A. Neff; May 31, 1948.

Washburn University, Topeka—Earl K. Hillbrand; June 6, 1948.

KENTUCKY

Berea College, Berea—Wilson Evans; January 22, 1948; May 31, 1948.

Georgetown College, Georgetown—Robert T. Hinton; January 24, 1948; June 1, 1948; August 16, 1948.

Kentucky Wesleyan College, Winchester—Fred Whitehead; June 7, 1948.

Transylvania College, Lexington—Joe Lehman; March 17, 1948; June 7, 1948; August 25, 1948.

Union College, Barbourville—S. A. Grise; June 1, 1948; July 13, 1948; August 20, 1948.

University of Kentucky, Lexington—L. H. Carter, Commerce; M. E. Ligon, Commerce; other Colleges, Deans; June 4, 1948; August 14, 1948.

LOUISIANA

Louisiana State University, Baton Rouge—E. B. Robert; May 24, 1948.

Northwestern State College, Natchitoches—Leroy S. Miller; January 24, 1948; May 29, 1948; August 6, 1948.

Southwestern Louisiana Institute, Lafayette—D. S. Byrnside; February 1, 1948; June 1, 1948.

Tulane University, New Orleans (College of Commerce and Business Administration)—Claiborne R. Carter; February, 1948; June, 1948.

Xavier University, New Orleans—Michael C. D'Argonne; June 2, 1948; July 30, 1948.

MAINE

Bates College, Lewiston—Paul B. Bartlett; February 5, 1948; June 13, 1948.

Bowdoin College, Brunswick—S. A. Ladd, Jr.; February 7, 1948; June 5, 1948; Senior Interviews, January through May.

University of Maine, Orono—Philip J. Brockway; February 15, 1948; June 20, 1948.

MARYLAND

Goucher College, Baltimore—Mary T. McCurley; June 14, 1948.

Hood College, Frederick—Mary G. Helfenstein; June 6, 1948.

Johns Hopkins University, Baltimore—Grant Peoples; January 29, 1948; June 8, 1948.

University of Maryland, College Park—June 5, 1948.

Western Maryland College, Westminster—Franklin Stover; January 30, 1948; May 31, 1948.

MASSACHUSETTS

Amherst College, Amherst—Eugene S. Wilson; February, 1948; June, 1948.

Boston College, Chestnut Hill—George P. Donaldson; February 1, 1948; June 9, 1948.

Boston University, Boston—Norman H. Abbott; January 24, 1948; June 7, 1948; August 18, 1948.

Clark University, Worcester—Victor Johnson; January 24, 1948; May 22, 1948.

Emerson College, Boston—Nettie H. Chipman; June 5, 1948.

Emmanuel College, Boston—J. Patricia Marsh; June 8, 1948.

Harvard University, Cambridge—John W. Teele; February, 1948; June, 1948.

Massachusetts Institute of Technology, Cambridge

—C. E. Tucker; February 6, 1948; June 8, 1948; Senior Interviews, February Class, October through January 23; June Class, March to May.

Mount Holyoke College, South Hadley—Helen M. Voorhees; June 7, 1948; Senior Interviews, February through April.

Northeastern University, Boston—Winthrop E. Nightingale; February 1, 1948; Senior Interviews, November 19 to February 1; except January 19 to 24.

Radcliffe College, Cambridge—Edith Stedman; June 9, 1948.

Smith College, Northampton—Alice N. Davis; June 14, 1948.

Springfield College, Springfield—Doris T. Wood; December 23, 1947; June 15, 1948.

Tufts College, Medford—Viola Saltmarsh; February 10, 1948; June 20, 1948; Senior Interviews, avoid January 30 to February 10, 1948; April 10 to 20, 1948.

University of Massachusetts, Amherst—E. E. Grayson, Agriculture; G. V. Glatfelter, Professions, Business and Industry; Margaret Hamlin, Women; January 31, 1948; June 7, 1948.

Wellesley College, Wellesley—Joan F. Bishop; June 14, 1948.

Wheaton College, Norton—Alice L. Thorpe; June 6, 1948; Senior Interviews, March and April preferred.

Williams College, Williamstown—William O. Wyckoff; January 30, 1948; June 20, 1948; Senior Interviews, avoid December 20 to January 5; January 30 to February 15; April 3 to 12.

MICHIGAN

Albion College, Albion—Mrs. Marvin Pahl; January 31, 1948; June 7, 1948.

Hillsdale College, Hillsdale—Ted B. Southerland; January 30, 1948; June 5, 1948.

Hope College, Holland—Garrett Van der Borgh; June 9, 1948.

Michigan State College, East Lansing—Tom King; March 18, 1948; June 17, 1948.

University of Detroit, Detroit—Jane Stephanus; January 24, 1948; June 9, 1948.

Wayne University, Detroit—Merland A. Kopka; January 30, 1948; June 19, 1948.

MINNESOTA

Carleton College, Northfield—Mary L. Shackel; January 31, 1948; June 7, 1948.

College of St. Thomas, St. Paul—John A. Madigan; January 27, 1948; June 3, 1948.

Gustavus Adolphus College, St. Peter—Ove S. Olson; May 31, 1948.

Macalester College, St. Paul—K. A. Millard; January 31, 1948; June 7, 1948.

Marygrove College, Detroit—Mary L. Gitre; June 2, 1948.

University of Minnesota, Minneapolis (Institute of Technology)—Elmer W. Johnson; March 18, 1948; June 12, 1948; August 26, 1948.
Duluth Branch—March 18, 1948; June 12, 1948; August 28, 1948.

MISSISSIPPI

Delta State Teachers College, Cleveland—D. T. Oaks; May 27, 1948; August 13, 1948.
Mississippi Southern College, Hattiesburg—E. E. Hall; May 31, 1948; August 16, 1948.
Mississippi State College, State College—W. O. Stone; January 21, 1948; May 22, 1948.

MISSOURI

Central Missouri State College, Warrensburg—Leta Dawes; May 26, 1948; August 5, 1948.
Culver-Stockton College, Canton—L. L. Leftwich; May 31, 1948.
Drury College, Springfield—Richard Y. Reed; January 31, 1948; May 31, 1948.
Missouri Valley College, Marshall—W. R. Mitchell; June 4, 1948.
Northeast Missouri State Teachers College, Kirksville—Eli F. Mittler; March 4, 1948; May 27, 1948; August 6, 1948.
Stephens College, Columbia—Dorothy Pollock; January 31, 1948; June 1, 1948.
Tarkio College, Tarkio—Fred L. Keller; January 18, 1948; May 18, 1948.
Washington University, St. Louis—Mrs. Alden Settle; January 28, 1948; June 9, 1948.

MONTANA

Montana State College, Bozeman—Clyde McKea, Agriculture; E. W. Schilling, Engineering; Katharine Roy, Household and Industrial Arts; F. B. Cotner, Science; June 7, 1948.
Montana State University, Missoula—Robert C. Bates; March 18, 1948; June 11, 1948.

NEBRASKA

Creighton University, Omaha—Daniel D. Kelly; January 28, 1948; June 3, 1948.
Dana College, Blair—F. H. Larson; June 1, 1948.
Hastings College, Hastings—F. E. Weyer; January 23, 1948; May 31, 1948.
Nebraska Central College, Central City—E. R. Child; January 26, 1948; June 7, 1948.
Nebraska State Teachers College, Chadron—C. W. Hildreth; May 21, 1948.
University of Omaha, Omaha—John E. Woods; January 24, 1948; May 31, 1948.

NEW HAMPSHIRE

Colby Junior College, New London—Helen Spaulding; June 7, 1948.
Dartmouth College, Hanover—Donald W. Cameron; February 16, 1948 (general college only); June 13, 1948.
St. Anselm's College, Manchester—Rev. Bernard G. Holmes; February 6, 1948; June 10, 1948.

University of New Hampshire, Durham—Jere A. Chase; June 13, 1948.

NEW JERSEY

College of Saint Elizabeth, Convent—Julia E. Read; June 10, 1948.
Drew University, Madison—Arthur P. Whitney; January 20, 1948; June 7, 1948.
Montclair State Teachers College, Montclair—W. Scott Smith; June 12, 1948; August 17, 1948.
Newark College of Engineering, Newark—C. H. Stephans; June, 1948.
New Jersey State Teachers College, Paterson—S. P. Unzicker; June 11, 1948.
Princeton University, Princeton—Gordon G. Sikes; February 3, 1948; June 15, 1948; Senior Interviews, February 15 to April 15.
Rider College, Trenton—Mrs. M. Creager; August 20, 1948.
Rutgers University, Newark College, Newark—Douglas J. W. Clark; April 17, 1948; July 31, 1948.
Stevens Institute of Technology, Hoboken—H. Fee; January 31, 1948; June 5, 1948.

NEW MEXICO

New Mexico College of A. and M. A., State College—Goldie Slingerland; January 31, 1948; June 5, 1948.
University of New Mexico, Albuquerque—Bradford Prince; January 31, 1948; June 7, 1948; August 7, 1948.

NEW YORK

Adelphi College, Garden City—Elizabeth O'Neill; January 28, 1948; June 1, 1948; Senior Interviews, April 1 to May 15.
Alfred University, Alfred—Brinton H. Stone; June 7, 1948.
Brooklyn College, Brooklyn—Barbara MacKenzie; February 1, 1948; June 7, 1948.
Clarkson College of Technology, Potsdam—Lowell W. Herron; February, 1948; June, 1948; October, 1948.
Colgate University, Hamilton—G. H. Estabrooks; February 2, 1948; June 14, 1948; Senior Interviews, February graduates, first two weeks in January; June graduates, May.
College of Mount Saint Vincent, New York City—Mary J. O'Donnell; June 1, 1948; Senior Interviews, February through April.
Colleges of the Seneca, Geneva-Hobart and William Smith—Warren Bruner; February 10, 1948; June 14, 1948.
Columbia University, New York City—Robert F. Moore; February 2, 1948; June 1, 1948.
Cornell University, Ithaca—John L. Munchauer; February 4, 1948; June 8, 1948.
Elmira College, Elmira—Mrs. Howard H. Clute; June 14, 1948; Senior Interviews, beginning in March.

Fordham University, New York City—Robert D. McCabe; June 9, 1948.
 Hamilton College, Clinton—Wallace B. Johnson; February 1, 1948; June 11, 1948.
 Hofstra College, Hempstead, Long Island—Perry A. Waldner; January 17, 1948; May 30, 1948.
 Houghton College, Houghton—Rachel Davison; January 24, 1948; June 7, 1948.
 Hunter College, New York City—Marion J. Crosby; February 7, 1948; Senior Interviews, September 1 through June 30.
 Manhattanville College of the Sacred Heart, New York City—Margaret Rogers; June 1, 1948.
 Pratt Institute, Brooklyn—VanDyke Billings; June 1, 1948.
 Queens College, Flushing—George F. Davenel; January 10, 1948; May 29, 1948.
 Rensselaer Polytechnic Institute, Troy—William H. Crew; January 24, 1948; June 14, 1948.
 Russell Sage College, Troy—Doris L. Crockett; May 30, 1948.
 St. Bonaventure College, St. Bonaventure—Rev. Fidelis O'Rourke, O.F.M.; January 28, 1948; June 6, 1948; August 15, 1948.
 St. Lawrence University, Canton—Theodore J. Siekmann; January 29, 1948; June 13, 1948.
 Sarah Lawrence College, Bronxville—Jane Gillespie; May 28, 1948.
 Skidmore College, Saratoga Springs—Harryette Creasy; June 6, 1948; Senior Interviews, February 10 to March 15; April 5 to May 12.
 State Teachers College, Oneonta—Albert E. Fizzle; January 23, 1948; June 11, 1948.
 University of Buffalo, Buffalo—Mazie E. Wagner; January 20, 1948; May 20, 1948; September 20, 1948.
 University of Rochester, Rochester—Ward L. Taylor; June 12, 1948.
 Wells College, Aurora—Katherine U. Williams; May 24, 1948.

NORTH CAROLINA

Davidson College, Davidson—J. L. McLean; January 24, 1948; May 31, 1948.
 Duke University, Durham—Fannie Y. Mitchell; January 28, 1948; June 1, 1948.
 North Carolina College, Raleigh—Department Heads; March 18, 1948; June 11, 1948.
 Salem College, Winston-Salem—Adele Pangel; May 31, 1948; Senior Interviews, avoid March 24 to April 1.
 Queens College, Charlotte—Elizabeth Huckle; June, 1948.
 University of North Carolina, Chapel Hill—Kathryn G. Cook; March 17, 1948; June 7, 1948.
 Wake Forest College, Wake Forest—J. L. Memory, Jr.; January 24, 1948; May 31, 1948; August 7, 1948.

NORTH DAKOTA

North Dakota Agricultural College, Fargo—P. J.

Iverson; March 18, 1948; June 14, 1948; August 21, 1948.

University of North Dakota, Grand Forks—J. Lloyd Stone; February 9, 1948; June 13, 1948.

OHIO

Antioch College, Yellow Springs—J. D. Dawson; June 18, 1948; March 24, 1948.
 Baldwin-Wallace College, Berea—Bertha L. Stiefel; March 25, 1948; June 20, 1948; September 16, 1948.
 Bluffton College, Bluffton—J. S. Schultz; May 31, 1948.
 Defiance College, Defiance—Lester S. Ivins; June 7, 1948.
 Denison University, Granville—Robert E. Dixon; January 31, 1948; June 7, 1948.
 Hiram College, Hiram—Charles A. Heney; January 30, 1948; April 9, 1948; June 10, 1948.
 Kent State University, Kent—L. H. Munzenmayer; March 20, 1948; June 12, 1948; August 27, 1948; Senior Interviews, April and May.
 Kenyon College, Gambier—Robert B. Brown; June 14, 1948.
 Lake Erie College, Painesville—Leona G. Naragon; June 7, 1948.
 Marietta College, Marietta—Mrs. William S. Eberle; January 31, 1948; June 6, 1948; Senior Interviews, February through April.
 Miami University, Oxford—Philip G. Martin, Business Placement; H. F. Vallance, Teaching; J. H. St. John, Arts and Science; January 30, 1948; June 7, 1948; July 23, 1948; August 27, 1948.
 Mount Union College, Alliance—Melvin W. Hyde; January 23, 1948; May 30, 1948; August 6, 1948.
 Muskingum College, New Concord—J. G. Lowery; January 31, 1948; June 8, 1948; August 27, 1948.
 Notre Dame College, South Euclid—Ruth M. Kasper; June, 1948; Senior Interviews, after Easter.
 Oberlin College, Oberlin—W. H. Seaman; February 3, 1948; June 15, 1948.
 Ohio State University, Columbus—Armand C. Stalnaker; March 19, 1948; June 11, 1948; September 3, 1948.
 Ohio University, Athens—Albert C. Gubitz; January 31, 1948; June 6, 1948; August 9, 1948.
 Otterbein College, Westerville—F. J. Vance; June 7, 1948.
 University of Cincinnati, Cincinnati—Rex L. McHatton; January 30, 1948; May 29, 1948.
 University of Toledo, Toledo—Donald S. Parks; February 9, 1948; June 12, 1948.
 Western Reserve University, Cleveland—Harold E. Adams; February 4, 1948; June 16, 1948.
 Youngstown College, Youngstown—Freda Flint; June 4, 1948; August 21, 1948.

OKLAHOMA

- Oklahoma A. and M. College, Stillwater—A. O. Martin; May 31, 1948; July 31, 1948.
 Oklahoma College for Women, Chickasha—Virginia Embree; January 23, 1948; May 31, 1948; July 30, 1948.
 Phillips University, Enid—M. H. Ziegler; January 17, 1948; May 28, 1948.
 University of Oklahoma, Norman—Frank A. Ives; January 23, 1948; May 28, 1948.
 University of Tulsa, Tulsa—George V. Metzel; May 31, 1948.

OREGON

- Oregon State College, Corvallis—Eva Blackwell; June 7, 1948.
 Pacific University, Forest Grove—Edwin E. Ingles; January 31, 1948; June 2, 1948.
 University of Oregon, Eugene—Karl W. Onthank; March 20, 1948; June 13, 1948; August 27, 1948.
 Willamette University, Salem—H. B. Jory; February 6, 1948; June 12, 1948; August 28, 1948.

PENNSYLVANIA

- Allegheny College, Meadville—J. L. Bostwick; February 4, 1948; June 10, 1948.
 Beaver College, Jenkintown—Amelia Peck; June 6, 1948.
 Bryn Mawr College, Bryn Mawr—Mrs. J. L. Crenshaw; June 1, 1948.
 Bucknell University, Lewisburg—Mrs. William Frederick; January 31, 1948; June 5, 1948.
 Carnegie Institute of Technology, Pittsburgh—Charles E. Wangeman; February 22, 1948; June 27, 1948.
 Cedar Crest College, Allentown—Mary E. Kriebel; June 7, 1948.
 Dickinson College, Carlisle—Amos B. Horlacher; January 31, 1948; June 5, 1948; Senior Interviews, February 15 to March 15.
 Drexel Institute of Technology, Philadelphia—Arthur J. Megraw; June 14, 1948.
 Franklin and Marshall College, Lancaster—Harold Fischer; January 29, 1948; June 11, 1948; Senior Interviews, avoid March 25 to 31.
 Gettysburg College, Gettysburg—Charles R. Wolfe; May 31, 1948.
 Haverford College, Haverford—Bennett S. Cooper; February 7, 1948; June 12, 1948.
 Immaculata College, Immaculata—Sister Anastasia Marie; June 2, 1948.
 Juniata College, Huntingdon—J. Melvin Rhodes; January 18, 1948; June 7, 1948.
 Lafayette College, Easton—Fred W. Slantz; February 4, 1948; June 14, 1948; Senior Interviews, after January 5, excepting January 22 through February 7; March 25 through March 31; May 27 through June 9.
 Lehigh University, Bethlehem—E. Robins Morgan; February 1, 1948; June 14, 1948; Senior Inter-

- views, Mondays through Fridays, beginning January 5 to May 26, except January 17 through February 6; March 27 through April 5.
 Marywood College, Scranton—Rosemary Carroll; May 28, 1948; Senior Interviews, any Monday, Wednesday or Thursday after March 18.
 Moravian College for Women, Bethlehem—Edith J. Stauffer; May 31, 1948.
 Mount Mercy College, Pittsburgh—Sister M. Regis; June 1, 1948.
 Pennsylvania State College, State College—George N. P. Leetch; January 31, 1948; June 7, 1948; Senior Interviews, February 22 to May 14, except March 25 to March 31.
 St. Joseph's College, Philadelphia—Thomas M. Stanton; June, 1948.
 St. Vincent College, Latrobe—Coleman Lillig, Business Administration; Patrick McKinigan, Hugh Wilt, Arts; Dr. Nolan, Science; June 4, 1948.
 State Teachers College, Bloomsburg—Joseph R. Bailer; January, 1948; May, 1948; August, 1948.
 State Teachers College, California—Thomas M. Gilland; January 19, 1948; May 24, 1948; August 27, 1948.
 State Teachers College, East Stroudsburg—Thomas J. Breitwieser; January 19, 1948; May 24, 1948; July 30, 1948.
 State Teachers College, Edinboro—H. L. Offner; January 19, 1948; May 26, 1948.
 State Teachers College, Indiana—John E. Davis; January 19, 1948; May 24, 1948; July 10, 1948; August 21, 1948.
 State Teachers College, Lock Haven—Allen D. Patterson; January 19, 1948; May 25, 1948.
 State Teachers College, New Haven—J. Allen Hickerson; June 20, 1948.
 Swarthmore College, Swarthmore—Carl K. Dellmuth, men; Alice Moran, women; January 31, 1948; June 7, 1948.
 Temple University, Philadelphia—John Barr; February 16, 1948; June 17, 1948.
 Thiel College, Greenville—Alton G. Kloss; January 23, 1948; May 26, 1948; July 16, 1948; August 27, 1948.
 University of Pennsylvania, Philadelphia—E. Craig Sweeten; February 7, 1948; June 9, 1948; August 26, 1948; Senior Interviews, February Class, December and January; June Class, March, April and May; August Class, July and August.
 University of Pittsburgh, Pittsburgh—C. H. Ebert, Jr.; January 29, 1948; June 9, 1948.
 Ursinus College, Collegeville—J. S. Heiges; January 23, 1948; May 31, 1948.
 Washington and Jefferson College, Washington—Harold W. Perkins; January 29, 1948; June 22, 1948.
 Waynesburg College, Waynesburg—M. K. Talpas; June 4, 1948.

RHODE ISLAND

- Brown University, Providence—W. A. Jewett; February 13, 1948; June 21, 1948.
Rhode Island State College, Kingston—Robert D. Cashman; February 1, 1948; June 13, 1948.

SOUTH CAROLINA

- Clemson Agricultural College, Clemson—Deans of various schools; January 31, 1948; June 7, 1948.
Coker College, Hartsville—K. G. Kuehner; January 23, 1948; May 31, 1948; July 15, 1948; August 17, 1948.
College of Charleston, Charleston—E. E. Towell; May 25, 1948.
Converse College, Spartanburg—Elford C. Morgan; May 31, 1948.
Furman University, Greenville—R. N. Daniel; January 27, 1948; May 31, 1948; August, 1948.
University of South Carolina, Columbia—W. Flinn Gilland; January 25, 1948; June 2, 1948; July 31, 1948; August 30, 1948.
Winthrop College, Rock Hill—John G. Kelly; January 24, 1948; May 30, 1948.

SOUTH DAKOTA

- Augustana College, Sioux City—Richard W. Schmidt; May 31, 1948.
Northern State Teachers College, Aberdeen—E. A. Bixler; May 29, 1948; June 16, 1948.
South Dakota State College, Brookings—Deans of Divisions; March 19, 1948; June 7, 1948.
University of South Dakota, Vermillion—H. E. Brookman; January 31, 1948; May 31, 1948; July 11, 1948; August 22, 1948.
Yankton College, Yankton—Victor Solberg; January 31, 1948; June 7, 1948.

TENNESSEE

- Southwestern at Memphis, Memphis—Malcolm Evans; January 30, 1948; May 28, 1948.
University of Chattanooga, Chattanooga—Telfair Brookes; January 31, 1948; June 2, 1948; Senior Interviews, April and May.
University of Tennessee, Knoxville—Joe M. Gallo-way; March 11, 1948; May 26, 1948; August 27, 1948.
Vanderbilt University, Nashville—Fred J. Lewis; March 17, 1948; June 7, 1948; Senior Interviews, avoid December 17 to January; May 11 to March 20; May 26 to June 2.

TEXAS

- Abilene Christian College, Abilene—Walter H. Adams; January 28, 1948; June 3, 1948; August 27, 1948.
Agricultural and Mechanical College of Texas, College Station—W. R. Horsley; January 29, 1948; June 5, 1948; July, 1948; August, 1948.
Baylor University, Waco—Lorena Stretch; March 5, 1948; May 31, 1948; August 27, 1948.

- North Texas State College, Denton—E. H. Farrington; June 2, 1948; August 27, 1948.
Rice Institute, Houston—J. D. Thomas; June 7, 1948; Senior Interviews, avoid January 29 to February 5; May 24 to June 4.
Southern Methodist University, Dallas—George Bushong; January 28, 1948; May 31, 1948.
Southwestern University, Georgetown—M. Howard Know; January 30, 1948; June 8, 1948; August 4, 1948.
Texas State College for Women, Denton—Bertie Hammond; February 2, 1948; June 2, 1948; August 28, 1948.
Texas Technological College, Lubbock—R. C. Goodwin; June 1, 1948; August 31, 1948.
University of Texas, Austin—Charles T. Clark; January 31, 1948; May 31, 1948; August 31, 1948.

UTAH

- University of Utah, Salt Lake City—George A. Pierson; June 6, 1948.
Utah State Agricultural College, Logan—E. A. Jacobsen; May 28, 1948.

VERMONT

- Bennington College, Bennington—Bertha H. Fun-nell; July 10, 1948.
Middlebury College, Middlebury—E. J. Wiley, Barbara A. Wells; June 14, 1948.
University of Vermont, Burlington—Norman Lange; June 21, 1948.

VIRGINIA

- College of William and Mary, Williamsburg—Hib-berth D. Corey; February, 1948; June, 1948.
Hollins College, Hollins College—Mary P. Smith; June 7, 1948.
Lynchburg College, Lynchburg—Fred Helsabeck; June 7, 1948; August 27, 1948.
Randolph-Macon Woman's College, Lynchburg—Mrs. George C. White; June 7, 1948.
State Teachers College, Farmville—Mary W. Wat-kins; January 30, 1948; May 31, 1948.
Sweet Briar College, Sweet Briar—Gladys Boone; May 31, 1948.
University of Richmond, Richmond—C. J. Gray; January 31, 1948; June 7, 1948.
University of Virginia (Mary Washington College), Fredericksburg—Margaret Swander; January 29, 1948; May 31, 1948.
Virginia Polytechnic Institute, Blacksburg—D. B. Dunlevey; March 20, 1948; June 12, 1948.
Washington and Lee University, Lexington—William M. Hinton; January 29, 1948; June 4, 1948.

WASHINGTON

- Central Washington College of Education, Ellens-burg—E. E. Samuelson; March 19, 1948; June 11, 1948; August 17, 1948.

Eastern Washington College of Education, Cheney—Omer Pence; December 17, 1947.
 Seattle Pacific College, Seattle—Philip F. Ashton; March 17, 1948; June 7, 1948; August 18, 1948.
 University of Washington, Seattle—Norman D. Hillis; March 19, 1948; June 11, 1948.
 Walla Walla College, College Place—H. L. Sonnenberg; June 6, 1948.
 Washington State College, Pullman—N. J. Aiken; January 30, 1948; June 7, 1948; Senior Interviews, February through April.
 Whitman College, Walla Walla—Jerry J. Fogarty; February 7, 1948; June 13, 1948.
 Whitworth College, Spokane—Estella E. Baldwin; March 24, 1948; June 16, 1948.

WEST VIRGINIA

Alderson-Broaddus College, Philippi—John W. Elliott; January 23, 1948; May 30, 1948.
 Bethany College, Bethany—Ann Radulovic; January 30, 1948; June 11, 1948.
 Fairmont State College, Fairmont—Eleanor R. Bayley; January 30, 1948; June 7, 1948.
 Marshall College, Huntington—Dean of the College and Department Heads; January 31, 1948; June 7, 1948; October 12, 1948.
 Salem College, Salem—S. O. Bond, A. E. Elliott, Alta L. Van Horn; June 4, 1948.
 West Virginia University, Morgantown—Harry E. Stone; May 31, 1948; Senior Interviews, any weekday except December 20 through January 4; March 25 through March 31.
 West Virginia Wesleyan College, Buckhannon—A. A. Schoolcraft; January 23, 1948; May 25, 1948; August 20, 1948.

WISCONSIN

Beloit College, Beloit—Clarence Von Eschen; January 30, 1948; June 13, 1948.
 Carroll College, Waukesha—George Olson, Education; James L. Browning, Business Administration; January 24, 1948; May 31, 1948.
 Lawrence College, Appleton—Marshall B. Hulbert; June 14, 1948.
 Northland College, Ashland—L. H. Brumbaugh; June 8, 1948; Senior Interviews, May 1 to June 5.
 Ripon College, Ripon—J. Frederic Andrews; January 23, 1948; June 3, 1948.
 University of Wisconsin, Madison—Emily Chervenik; June 19, 1948; Senior Interviews, avoid January 26 to February 4; June 7 to June 15.

WYOMING

University of Wyoming, Laramie—C. L. Irwin; May 31, 1948; August 20, 1948.

CANADA

McGill University, Montreal, P. Q.—C. M. McDougall; April 15, 1948, Engineers; May 10, 1948, others.
 University of British Columbia, Vancouver—Major John F. McLean; May 13, 1948.
 University of Manitoba, Winnipeg—R. F. Argue; May 12, 1948.
 University of Toronto, Toronto, Ontario—June, 1948.
 Victoria College—May 15, 1948.

Too Late for Classification

Ferris Institute, Big Rapids, Michigan—Roy Newton; March 5, 1948; May 28, 1948; August 20, 1948.
 Lebanon Valley College, Annville, Pennsylvania—Edward Balsbaugh, General Placement; John F. Lotz, Business Administration; May 26, 1948.
 Marquette University (College of Engineering), Milwaukee, Wisconsin—R. J. Panlener; February 21, 1948; May 15, 1948; August 7, 1948.
 Morris Harvey College, Charleston, West Virginia—Ashby C. Blackwell; January 26, 1948; June 1, 1948.
 Ottawa University, Ottawa, Kansas—Claude Webb; June 7, 1948.

Park College, Parkville, Missouri—E. Carter; June 7, 1948.
 Rhode Island College of Education, Providence, Rhode Island—Mary M. Lee; January 23, 1948; June 12, 1948.
 University of Alberta, Edmonton, Alberta, CANADA—A. W. Cairns; May 18, 1948.
 University of Louisville, Louisville, Kentucky—January 31, 1948; June 15, 1948; August 28, 1948.
 University of Missouri, Columbia, Missouri—January 29, 1948; June 4, 1948; July 30, 1948.
 Wilson College, Chambersburg, Pennsylvania—Rudene Taffar; June 7, 1948.

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EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in
American Citizenship

A FREE CHURCH IN A FREE STATE

Edited by FRANKLIN L. BURDETTE

A *Free Church in a Free State—America's Unique Contribution* by Frank J. Klingberg, Professor of History, University of California, Los Angeles (Indianapolis: National Foundation Press) is the first of a series of eight small books on "Religion, an American Way of Life." The Press is the publishing division of the National Foundation for Education in American Citizenship.

Our religious freedom is inseparable from our political freedom. Writes Professor Klingberg: "The setting up of American political institutions has been the study of scholars for two centuries. The contemporary creation of the American churches during these centuries, though equally significant, has been neglected until recent times . . . The rise of the modern state inaugurated a terrific conflict between church and state in which the state recovered much of the power that it had in the days of Rome. These two institutions, in the migration to America and their settlement here, in time worked out the co-operative relationship of a free church in a free state. The conflict was reduced to minor proportions. Effective civil government and ample expression for all the energy of the religious motives of man were triumphs of the new society, envied today in many lands where these old evils of the oppressive state have again arisen."

"Our history is constantly in process of

discovery," Professor Klingberg adds, "and should include in full proportion the contribution of the churches . . . Knowledge of the part of churches in building our country would fortify our youth, particularly in the college years. Pride would be aroused in what every denomination has wrought. We have lost much knowledge of our heritage through the failure of our countrymen to explain to their children, and to recent refugees from intolerance, that in America the church has not been the enemy of civil liberties but their guardian."

"The building of the United States of America is the greatest fact of modern times. Our most original contribution is that of a free church in a free state. A Supreme Court justice has summed up in historic words the practice and tradition that have kept us free from tyranny of the mind. Said Mr. Justice Jackson. 'If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein.' This opinion re-interprets the 'very purpose of a Bill of Rights' as that of a charter to withdraw from the 'reach of majorities and officials' and beyond 'the vicissitudes of political controversy,' the basic rights of free speech, press, and freedom of worship."

SPECIAL ASSOCIATION CONFERENCE

EDUCATION AND RECRUITMENT FOR FEDERAL CAREER SERVICE

ON Wednesday, October 29, 1947, a joint meeting of the Committees of the Federal Agency-College Conference and the placement and educational guidance representatives of schools, colleges and universities of the states of Pennsylvania and Delaware, was held in Houston Hall at the University of Pennsylvania.

Mr. Gordon A. Hardwick, president of the Association, extended greetings to those attending and introduced Mr. Robert N. Hilker, Vice President of the Federal Reserve Bank of Philadelphia and also Vice President of the Association, presiding officer of the meeting.

In opening the meeting, Mr. Hilker outlined the aims and objectives of the Federal Agency-College Conference and the progress made to date in the direction of bringing about closer cooperation between college placement and recruitment for the Federal service.

Mr. Hilker then introduced Charles D. Hertzog, Esquire, Regional Director of the United States Civil Service Commission for the region embracing the states of Pennsylvania and Delaware, who addressed the meeting as follows:

"I want to express, on behalf of the Committees of the Federal Agency-College Conference, the sincere appreciation we feel for the cooperative attitude displayed by the Association of School and College Placement Officers in meeting with us to discuss some matters of common interest. We, as Federal administrators and members of college and university staffs, and you, as placement officers, are interested in placing men and women in jobs. We are interested in securing for the Federal career service the best trained minds we can possibly obtain. You are interested in placing your graduates in positions where working conditions, incentives and rewards are such

that each individual graduate will reach his or her fullest development and in this way contribute most to the well-being of his community and nation. It is our hope that the discussions this afternoon will result in the establishment of effective working relationships between our organizations.

Federal Agency-College Conference

"I would like to give you the background of our organization, the reasons for the creation of the committees represented here, their aims and objectives, in order that a practical program of cooperation may be developed.

"In February, 1947, a conference was held in this Hall which was attended by top representatives of thirty-three Federal agencies and of some thirty colleges and universities located in the Third Civil Service Region, which comprises the States of Pennsylvania and Delaware. This conference was held as part of a nation-wide effort made by the United States Civil Service Commission to explore methods by which more effective relationships between the Federal agencies and the colleges and universities might be established in matters pertaining to recruitment for the Federal service and the in-service training of Federal employees.

"The Commission feels that there is a large problem of education and reeducation, particularly of college and university students, if the Federal service is to be made sufficiently attractive. This applies not only to political science majors, many of whom plan to enter the government service. It applies also to majors in all subject matter fields. If the government service is to be conducted efficiently properly trained specialists in many fields will be required, and even if particular students do not enter the service, information regarding the functions of government and

how they are carried on will enable them to challenge the statements of demagogues who ply their trade by irresponsible and injudicious attacks upon public servants.

"Prior to World War II recruiting for the Federal Government was a highly centralized operation which resulted in delays of months, and even years, in the establishment of eligible registers. Such delays were serious enough in peacetime, but it was realized that they would be intolerable with the rapid expansion of the Federal service required to meet wartime conditions.

Decentralization of Authority

"Civil Service met the challenge by decentralizing authority to its regional officials to handle all but a very few appointments regardless of position and grade. It negotiated with the departments and agencies and as a result similar delegations of authority were made to their field officials. Furthermore, the Commission delegated authority to act in personnel matters to the departments and agencies and brought operating personnel into the recruiting picture, thus pooling the recruiting resources of the Commission and the operating agencies. In all, some 7,000,000 placements were made in the Federal service during the war period under the general direction and supervision of the Civil Service Commission.

"With the war over, the Commission decided to carry the program of decentralization even further than during the war period. The regional offices of the Commission were given jurisdiction over all but a few of the positions located in their regions. More than that, authority in recruitment and placement matters has been delegated to Boards of Civil Service Examiners located in the Federal establishments. Serving on the Boards for particular examinations are panels of experts drawn from the operating personnel of the agencies, thus insuring that the rating of the

qualifications of applicants for positions is done by persons qualified by training and experience to do so.

"This policy of decentralization has definite implications in terms of the relationships between colleges and universities and the Federal Government as an employer. It means that the responsibility for keeping in touch with colleges and universities as a source of supply for the Federal service is a joint responsibility of the Civil Service Commission and the departments and agencies. It means, also, that this must be done at the regional levels.

Committees Appointed

"Following the conference an organization was set up consisting of an Executive Committee and three working committees in the broad fields of Physical, Biological and Social Services.

"The Executive Committee is a directing body, its principal function being to coordinate the activities of the three Science Committees. The present membership includes the following:

Dr. Robert C. Disque, Dean of the College of Engineering and Dean of the Faculty, Drexel Institute of Technology.

Dr. John M. Fogg, Vice Provost, University of Pennsylvania.

Dr. Millard E. Gladfelter, Provost, Temple University.

Brig. Gen. E. E. McMoreland, Commanding General, Frankford Arsenal.

Capt. Homer N. Wallin, Commander, Philadelphia Naval Shipyard.

Brig. Gen. Robert W. Wilson, Deputy Administrator, Veterans Administration.

"It is my privilege, as a representative of the U. S. Civil Service Commission, to serve as Chairman of the Executive Committee. Dr. James M. Herring, of my staff, serves as

Secretary, Dr. Charles C. Rohlfing, Chairman, Political Science Department, University of Pennsylvania, who is Chairman of our Regional Committee on Administrative Personnel, also serves on the Executive Committee as an ex-officio member.

"The three Science Committees are established to deal with problems in the fields assigned to them, concerned with training for the Federal Service, means of effectively disseminating information to students regarding employment opportunities in the Federal Service, recruitment of promising graduates, means of competing with private industry on an equal basis in such recruitment, in-service training for Federal employees and any other matters which in general would promote the development and improvement of the Federal Career Service.

"The Chairmen and Vice Chairmen of the three Science Committees are as follows:

Physical Science Committee

Chairman

Dr. R. C. Disque, Dean of the Faculty, Drexel Institute of Technology.

Vice Chairman

Dr. Herschel Smith, Assistant Director, Ordnance Laboratory Division, Frankford Arsenal.

Biological Science Committee

Chairman

Dr. W. G. Hutchinson, Department of Botany, University of Pennsylvania.

Vice Chairman

Dr. W. Lawrence White, Senior Mycologist, Philadelphia Quartermaster Depot.

Social Science Committee

Chairman

Dr. Theodore A. Distler, President Franklin & Marshall College.

Vice Chairman

Mr. George J. Brueckman, Director, Vocational Rehabilitation and Education Service, Veterans Administration.

"Of the problems with which these Committees will be concerned, those of pressing, immediate concern, are the development of more effective means of reaching students so as to interest them in making application for Federal employment and of effective procedures which will enable definite offers of appointment to be made to qualified students prior to graduation, so that Federal agencies can compete on a more nearly equal basis with private industry in the conduct of such recruiting. The Executive Committee believes that in arriving at practical solutions of these and similar problems, the placement officers of the colleges and universities can and should play a most important role. I am hopeful that as the result of this meeting between our committees and your Association progress may be made toward the accomplishment of some of our objectives.

"On behalf of the U. S. Civil Service Commission, which I represent, and as Chairman of the Executive Committee of the Federal Agency-College Conference, I earnestly solicit your cooperation and support."

Student Attitude Towards Government Jobs

Mr. Hilkert next requested Dr. Charles C. Rohlfing, Chairman, of the Political Science Department of the University of Pennsylvania, and Chairman, of the Civil Service Regional Committee on Administrative Personnel to present the results of a survey conducted to determine the attitudes of college students toward government jobs. Of the 310 polled, both men and women, from Haverford College, City College of New York, Rittenhouse College of Philadelphia, Temple University and the University of Pennsylvania, 67 indicated that they would accept government jobs even if the salary were slightly lower than could be earned elsewhere, provided that the work were interesting. 144 would prefer to serve in the government if the salary were the same as could be earned in private industry

and 89 would not accept a government job.

Of the 221 who would accept a Federal job, the following features proved most attractive, in the order of their choice: 80, "security of job"; 52, "interesting associations and work"; 24, "salary level"; 23, "opportunity for promotion"; 16, "to prepare myself for a job outside of government service."

Of the 89 who would not accept a Federal job, these features, listed in the order of their importance, were the cause for refusal: 23, "salary level"; 23, "no opportunity for initiative"; 17, "little opportunity for promotion"; 9, "bureaucracy".

Results differed considerably among colleges. Reasons given were that those from the lower economic brackets, those from racial minorities, and students who had experienced the depression and/or served with the armed forces during World War II tended to favor government service because these jobs offered security. Engineering students tended to favor private industry since in this field jobs are still seeking men and starting salaries are high."

Difficulties in Recruiting for Civil Service

Dr. James M. Herring, Chief of the Qualifications Section of the Third Civil Service Region was then introduced. He presented the difficulties involved in the recruiting of college students. The merit system requires open competitive examinations, which must be scheduled for the fall semester and announcements circulated quite early in the school year so that government recruitment can be made to conform to the spring recruiting schedule. Because Civil Service cannot select and hire directly as is done in private industry, six months may elapse from the time of public announcement until the list of eligibles is posted. This time lag definitely handicaps Civil Service recruitment.

The Educator's Viewpoint

Following this Mr. C. H. Ebert, Jr., Placement Director of the University of Pittsburgh, presented briefly the educators' side of the problem, outlining the way in which Civil Service can cooperate with personnel officers. He said that there should be complete integration of recruiting activities by all Civil Service agencies so that only one representative would approach the placement officer to present the needs of all agencies. Government recruiters should arrange for interviews at least one week in advance and should arrive promptly and follow through until completion of the schedule.

The interviewer selected should be able to sell students on the idea of entering the government service; he should be enthusiastic and have had experience in the types of work for which he is recruiting; he should emphasize the career opportunities and not the benefits such as hours of work, sick leave and vacation. Since jobs are still plentiful, starting salaries in private industry are high, while P-1 salaries are too low at the present to attract the best qualified in a graduating class.

In the discussion which followed, many of the placement officers re-emphasized the points mentioned by Mr. Ebert. Some felt that Civil Service officials should make a greater attempt to explain to placement officers the plan of recruiting, the functions of the merit system and the reason for the early scheduling of the tests. Seniors should be informed that once on the register, their eligibility for appointment to existing or future vacancies continues until the published expiry date of the register. It was said, however, that some seniors have objected to the eligibility lists because they believed that they would have to wait indefinitely to be called.

Civil Service does not meet competition. The brochures published by companies present a greater challenge to the student than the material circulated by the government. The

advertising should be more informative and concise. Civil Service supervisors in all phases of the work, should prepare brief resumes to be used in introducing freshmen to opportunities in the government service. In this way the government needs would be presented more completely and accurately. All communications should be addressed specifically to school, college and university personnel directors because communications so mailed command more prompt and serious attention.

In summary, Mr. Hilkert stated that the principal point brought out in the discussion was that Civil Service should use the professional approach in recruiting and should stress career opportunities rather than job benefits. The problem is basically one of education, since students from the freshman year on should be made aware of opportunities in government service. Civil Service should not rely entirely upon brochures to carry the message to placement officers and students, but should use enthusiastic representatives qualified to speak of the fields for which they are recruiting.

The following were present at the meeting:

ASSOCIATION OF SCHOOL AND COLLEGE
PLACEMENT

Gordon A. Hardwick, *President*
Robert N. Hilkert, *Vice-President*
Ida Landenberger, *Secretary*

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Natica Bates
Louise F. H. Crenshaw

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George R. Tyson

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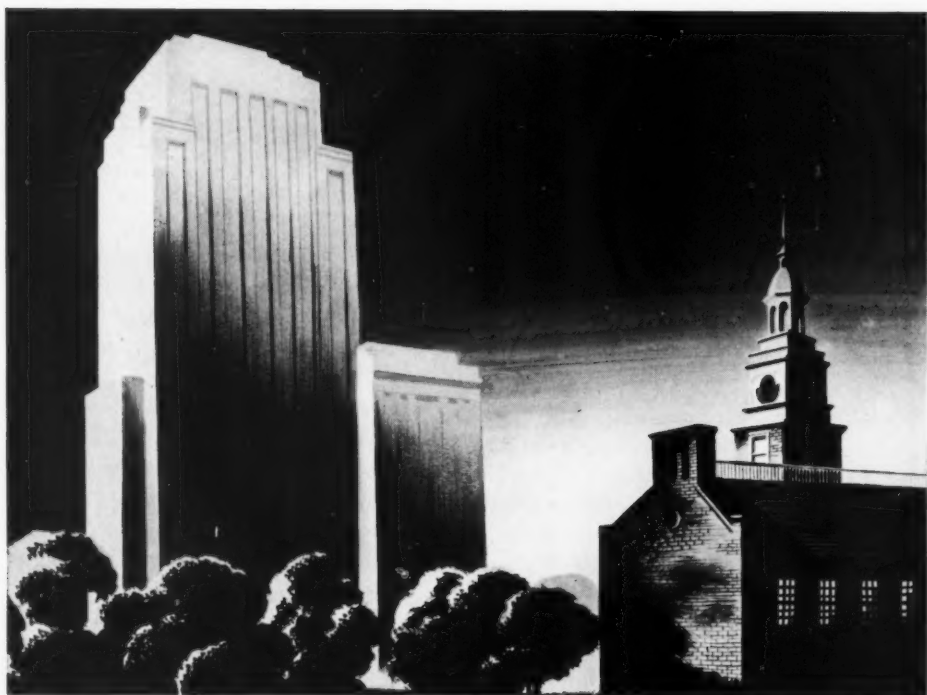
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